EDUCATIONAL INTERPRETERS IN IDAHO'S SCHOOLS

GUIDELINES FOR ADMINISTRATORS, TEACHERS AND INTERPRETERS

IDAHO COUNCIL FOR THE DEAF AND THE HARD OF HEARING

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Glossary of Commonly Used Terms

American Sign Language (ASL)
A visual-gestural language used by people who are deaf in the United States and parts of Canada. ASL has its own culture, grammar, and vocabulary; is produced by using the hands, face, and body; and is not derived from any spoken language.

Certification – National
National certification for sign language interpreters is offered through the Registry of Interpreters for the Deaf (RID), Inc. and used to be offered through the National Association of the Deaf (NAD). Those two organizations have now formed the National Council on Interpreting (NCI) to, among other things, develop a National Interpreter Certification (NIC) test. Currently RID offers Certificate of Interpretation (CI) and Certificate of Transliteration (CT). Relevant *oral certifications* include Oral Transliteration Certificate (OTC). *Special sign language certifications* for interpreters who are deaf or hard of hearing include the Certified Deaf Interpreter (CDI or CDI-P).

Certification – State
Several states have their own interpreter certification or licensure requirements. Utah, Kansas, and Texas are states that have their own requirements for state certification.

Code of Ethics
The RID, Inc. has developed and espouses a Code of Ethics for interpreters. They are generally accepted guidelines and principles for professional behavior across venues.

Conceptually Accurate Signed English (CASE)
A signed message that is effective in conveying the meaning of the speaker while maintaining the English form (word order).

Contract Sign Language
Also referred to as Pidgin Sign English or Manually Coded English. A term used to refer to contact varieties or blended forms of English and American Sign Language often used when hearing people and people who are deaf do not know each other's language and wish to communicate (see *Invented English Sign Systems*).

Cued Speech
A system using eight handshapes in combination with four locations near the face to visually represent Spoken English (see *Invented English Sign Systems*).

Deaf-Blind Interpreting
The use of special techniques in working with individuals who have vision and hearing loss.

Deafness
A hearing loss that is so severe that the individual is cannot process linguistic information through hearing, with or without amplification.

Educational Interpreter
A person who is able to perform conventional interpreting (or transliterating) together with special skills for working in the educational setting.

Educational Interpreter Performance Assessment (EIPA)
A process designed to evaluate the skills of educational interpreters by having a team of trained evaluators observing samples of interpreting, and rating them.

Fingerspelling
Spelling out words with the hands using the manual alphabet, sometimes referred to as the Rochester Method because it was used at the Rochester School for the Deaf in New York.

Hearing Impaired
An outdated general term encompassing individuals with any type of hearing loss, from mild to profound, including persons who are deaf or hard of hearing.

Individuals with Disabilities Education Act (IDEA)
The Federal law that guarantees free and equal access to educational opportunities for students with disabilities within the public education system of the United States.

Individualized Education Program (IEP)
A team-developed, written program that identifies therapeutic and educational goals and objectives needed to appropriately address the educational needs of a student. For students with hearing loss it should take into consideration such factors as (1) communication needs and the child's and family's preferred mode of communication; (2) linguistic needs; (3) severity of hearing loss and potential for using residual hearing; (4) academic level; and (5) social and emotional needs, including peer interactions and communication.

Interpreting
The process of changing a message from one language to another and making appropriate grammatical and cultural adjustments to maintain the message equivalence. The two common languages are usually ASL and English. The term is also used generically to refer to the use of an intermediary to convey the message between two people, whether with ASL or a visual representation of English.

Invented English Sign Systems
Sign systems developed for educational purposes that use manual signs in English word order with added prefixes and suffixes not present in traditional sign language. Some signs are borrowed from ASL and others have been invented to represent elements of English visually. Signed English and Signing Exact English (SEE^2) are two examples.

Manually Coded English
Systems created to represent English using natural and invented signs in English word order. Some examples are Seeing Essential English (SEE^2), Signing Exact English (SEE^2), Conceptually Accurate Signed English (CASE), and Signed English.

Oral Interpreting
The process of understanding the speech and/or mouth movements of persons who are deaf or hard of hearing and repeating the message in spoken English; also the process of paraphrasing/transliterating a spoken message with or without voice and with natural lip movements or natural gestures.

Pidgin Signed English - (see Invented English Sign Systems)

Registry of Interpreters for the Deaf (RID), Inc.
A national professional organization representing interpreters for the deaf, administering a national evaluation and certification system, maintaining state and national registries of certified interpreters, and advocating on behalf of interpreters and interpreting.

Repetitive Motion Injury
A general term for several conditions that can result from using a set of muscles repeatedly, especially resulting from repetitive movements of the hands and arms. Some examples of these are Carpal Tunnel Syndrome, tendonitis, and tennis elbow.

Rochester Method
A manual code for English wherein each letter of the alphabet is assigned and all words, with the exception of the word *and* are communicated (see *Invented English Sign Systems and Manually Coded English).*

Signing Exact English (SEE[2])

A signed message that is effective in conveying the meaning of the speaker while maintaining the English form (word order).

Signed English

A signed English system devised as a semantic representation of English for children between the ages of 1 and 6 years. American Sign Language signs are used in English word order with 14 sign makers being added to represent a portion of the inflectional system of English. Examples of Signed English include Conceptually Accurate Signed English (CASE), the Rochester Method, and Signing Exact English (SEE[2]) (see *Invented English Sign Systems*).

Sign Language Proficiency Interview (SLPI)

A signed language testing system adapted from spoken language proficiency tests**.**

Sign-to-Voice Interpreting

The process of watching American Sign Language, and Manual Code for English, and/or the mouth movements of persons who have hearing loss or deafness and conveying that signed message into spoken English (commonly referred to as reverse interpreting).

Simultaneous Communication

This occurs when a speaker presents a spoken and signed message at the same time. Only English can be used, since it is impossible to sign American Sign Language and speak English simultaneously.

Speech

Speech articulation, for most persons who lose their hearing before language is developed, is an approximation based on training and memory. Clear speech varies with each individual depending upon but not limited to (1) the age when hearing loss occurred; (2) how much hearing the individual has left; and (3) the amount of speech training received.

Speechreading

Also known as lipreading, the act of receiving a language through watching the movements of the lips and throat. Effective transliteration includes rewording to produce mouth movements that are more clearly visible.

Total Communication (TC)

A communication philosophy in deaf education that includes adjusting communication to individual needs. Different modes can be used singly but often occur in combination and include, but are not limited to, sign language (American Sign Language or Manually Coded English), mime, gesture, speech, speechreading, residual hearing, fingerspelling, reading, writing, and media.

Transliterating

The process of changing the form of a message from one code to another. In the field of sign language interpreting in the United States, this most commonly refers to working between spoken English and a visual form of English. The visual form is most often a manual code for English or speechreading.

Voice to Sign

The process of conveying spoken English into a signed form of the message which may include mouth movements of English or American Sign Language, depending upon the language preferences of the individual.

SECTION ONE

GENERAL INFORMATION

Special Note: The term "hearing impaired" is used in some state and federal statutes to describe students who are eligible for special education services because of hearing status. The terms "deaf" or "hard of hearing" may reflect an individual's cultural identity and individuals may prefer to identify themselves by one or the other of these terms. The Idaho State Department of Education, Special Education Manual defines deafness as follows: Deafness is a hearing impairment that adversely affects educational performance and is so severe that with or without amplification the student is limited in processing linguistic information through hearing. It defines hearing impairment as follows: Hearing impairment is a permanent or fluctuating loss that adversely affects a student's educational performance but is not included under the category of deafness. In these guidelines the term "deaf" will describe students whose disability is deafness and the term "hard of hearing" will describe those students whose disability is hearing impairment.

INTRODUCTION

In order for students to learn, the conditions for learning must be right. Creating the right conditions, including the resources, facilities, and attitudes to support students' learning, is part of what good teaching is all about.

For children who are deaf or hard of hearing, access to the general curriculum often necessitates the services of a qualified educational interpreter.

The fundamental role of an educational interpreter is to accurately and completely facilitate communication between students who are deaf or hard of hearing and others including teachers, other school staff and students in educational environments. Educational interpreters are responsible for providing the interpreted messages in a language or mode that is understandable to the child who is deaf or hard of hearing. The language or mode of communication of the child may be American Sign Language (ASL), other English sign forms used by deaf and hard of hearing students or cued speech. In addition to interpreting spoken words and signs, the nuances of spoken English including the meta-linguistic information, which surrounds a message, as portrayed through the speaker's tone of voice or affect, are a part of the message.

Although there are a number of school districts employing interpreters, Idaho has no uniform performance standard used to determine the qualifications of educational interpreters. This makes it difficult for school administrators to hire and evaluate interpreters. This has led to the development of these guidelines.

This publication is not intended to provide comprehensive information for every situation. Consultation can be provided by the Idaho State Department of Education. Other resources include the Idaho Registry of Interpreters for the Deaf, the Idaho School for the Deaf and the Blind, Idaho State University Sign Language Studies/Educational Interpreter Program, and the Idaho Council for the Deaf and Hard of hearing.

PURPOSE

The purpose of these guidelines is **to assist school districts in providing appropriate educational interpreting services to children who require such services.**

Three federal laws require the provision of interpreter services to students. One is the Individuals with Disabilities Education Act (IDEA), the second is Section 504 of the Rehabilitation Act of 1973 and the third is the Americans with Disabilities Act (ADA). Section 504, like the Americans with Disabilities Act of 1990 (ADA), is a broad civil rights statute, and the two laws have many similar or identical provisions. More detailed information on these laws is provided in Appendix One of the Idaho Special Education Manual published by the Bureau of Special Education in the Idaho State Department of Education and is available on their website. (Please see Appendix for website addresses)

This document is intended to provide support to local school districts agencies, educational interpreters, parents, and other members of the educational team by serving as a resource and expanding on best practices in such areas as ethical conduct, qualifications, and roles and responsibilities. This document will also assist administrators and teachers to gain a more thorough understanding of the role of educational interpreters as critical members of the child's educational team.

Currently, there are five major consumer groups for educational interpreting services:

- Students who are deaf or hard of hearing and their hearing classmates
- Parents and guardians
- Teachers and other staff
- Administrators and elected officials
- Interpreters

The guidelines are divided into five sections and appendices. Some of the information is duplicated in several sections but the sections were organized so that information of special interest to a specific group was together in one section even if it repeats information in another section. For example working as a team is included in sections one, four and five.

This first section provides the introduction and the purpose of the document and information of general use.

The other sections include:

- ❖ Section Two is the *Guidelines of Professional Conduct for Educational Interpreters* written by Brenda Schick and Kevin Williams for the EIPA.

- ❖ Section Three is designed to assist school administrators as they hire, supervise, evaluate and provide professional development opportunities for educational interpreters in their district or school

- ❖ Section Four is designed to provide assistance to general education teachers and teachers of students who are Deaf or Hard of Hearing.

- ❖ Section Five is designed to provide assistance to educational interpreters as they work with students who are deaf or hard of hearing.

- ❖ Appendices provide information on special resources, and other useful information.

HISTORY OF EFFORTS TO ASSURE QUALITY EDUCATIONAL INTERPRETERS

The passage of the No Child Left Behind Act, emphasizing that all children, including children who are deaf and hard of hearing, meet proficient educational standards has increased the urgency for educational interpreters in Idaho to have the skills and training to insure that the educational needs of students who are deaf or hard of hearing are being met. There is also a need to coordinate the various activities being undertaken by stakeholders to insure (1) a unified plan and (2) goals are accomplished efficiently and in a timely manner**.**

In response to these efforts, in March 2003, the Idaho State Department of Education funded a project proposed by the Idaho School for the Deaf and the Blind (ISDB) to coordinate the activities being performed by various groups and agencies, to assess educational interpreters, to provide training, and to collect data to evaluate the qualifications and skills of educational interpreters in Idaho. ISDB invited a number of agencies to join together for this project.

The groups met and formed **The Educational Interpreter Interagency Consortium (Consortium).** It has coordinated the assessment of educational interpreters on a voluntary basis and has provided training and mentoring**.**

The organizations that have a representative on the Consortium include:
- Idaho School for the Deaf and the Blind
- State Department of Education, Special Education Bureau
- Idaho Registry of Interpreters of the Deaf
- Idaho Council for the Deaf and Hard of Hearing
- ISU Department of Communication Sciences and Disorders
- Boise Valley Deaf and Hard of Hearing Club

The Consortium is aware that a number of factors have impacted efforts to evaluate and hire qualified educational interpreters. The major factors include:

- Lack of expertise in the area of educational interpreting.

- No mechanism to accurately evaluate the skills of an educational interpreter.

- A misconception that the ability to sign qualifies one to be an educational interpreter, when in fact an educational interpreter requires many skills, with the ability to sign being just **one** necessary skill.

- Hiring of educational interpreters who are faced with job requirements that exceed their abilities.

- Dilution of the job requirements of an educational interpreter so that administrators are confronted with the question of whether an individual with some signing knowledge in the classroom is better than no interpreter at all.

- The lack of skilled interpreters despite the offer of a competitive salary and other attractive working conditions, which requires that the school must settle for an interpreter who is only marginally skilled.

- No mandated standards or certification requirements for educational interpreters in Idaho.

- Evaluation of the educational interpreter's skills by personnel who may not be aware of the skills needed by an educational interpreter.
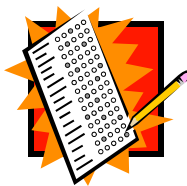
WHAT IS THE PRIMARY ROLE OF THE EDUCATIONAL INTERPRETER?

The fundamental role of an interpreter, regardless of specialty or place of employment, is to facilitate communication between persons who are deaf or hard of hearing and others.

The educational interpreter facilitates communication and understanding among students who are deaf or hard of hearing, teachers, and others involved in the student's education. Educational interpreters are an integral part of providing educational access to students who are deaf or hard of hearing. The most common type of interpreter is a sign language interpreter. While all interpreters communicate information to the student the interpreter may or may not speak for the student (voice interpret). This decision is made by the student, who may prefer to speak for him or herself. Interpreting is the primary responsibility of the interpreter. The interpreter may perform this responsibility in a variety of settings. Those settings are discussed in Sections Three, Four and Five.

An interpreter may perform the following tasks:

- Sign-to-voice – The interpreter will accurately voice the message from a person who is signing.

- Voice-to-sign – The interpreter will be able to hear the message and convey it accurately by use of sign.

Interpreting is the educational interpreter's primary role, and must take priority over any other demands.

In some schools, interpreters may also interpret for deaf parents, deaf teachers, and other deaf employees. In those situations, the interpreter has a different role and adheres to a different code of ethics – the Registry of Interpreters for the Deaf (RID) Code of Ethics (see Appendix G).

Working As A Team - Collaboration Between Interpreter and Teaching Staff

In order to coordinate communication and educational planning for students who are deaf or hard of hearing, teachers and interpreters must:

- meet and discuss course content, lesson plans, upcoming tests, student learning styles, and special classroom environment considerations.

- meet on a regular basis to exchange and share information in order to support students in the classroom.

The relationship between the teacher of the student who is deaf or hard of hearing and the educational interpreter is an important one. Both are professionals working as part of a team to ensure the most appropriate education for the student. They must draw upon their expertise in order to provide in-service training for staff and hearing students, as well as instructional strategies and delivery systems for students who are deaf or hard of hearing.

Educational interpreters, like other members of a student's education team, may have additional responsibilities when not interpreting. In determining appropriate responsibilities, it is important to utilize specialized competencies and skills of the interpreter and assign only those duties for which the interpreter is qualified. It is also important to recognize the physical demand of interpreting and allow the interpreter some down time between assignments.

Activities that maximize the interpreter's effectiveness during non-interpreting periods of time might include:

• planning and preparing for the interpreting task

• presenting in-service training about educational interpreting

• working with teachers to develop ways of increasing interaction between deaf students and their peers

• if qualified, tutoring the student who is deaf or hard of hearing

• if qualified, teaching sign language to other school staff and to pupils who are not deaf.

Activities that tend to reduce the interpreter's effectiveness include:

• copying and filing

• playground supervision

• bus attendant duty

• lunchroom duty

• monitoring study hall

Educational Support

Educational support might be included as an educational interpreter's responsibility, but the teacher is charged with the main responsibility for teaching and assessing student progress. Educational interpreters **do not provide primary instruction;** however, they should be available to interpret tutoring sessions between teachers and students and to reinforce curriculum-based vocabulary.

The responsibilities for management of the classroom should never be assigned to the interpreter. The educational interpreter should not be asked to assume duties such as covering a classroom or teaching a lesson, with the exception of teaching sign language.

CONFIDENTIALITY

As communication facilitators participating in all aspects of a student's school day, educational interpreters have more access to information about the student than other educational professionals. Decisions as to what should and should not be disclosed may be unclear to the interpreter unless he or she has a clear understanding of district policies and the type of information school personnel are legally obligated to report. Interpreter confidentiality should not supersede the responsibility of all school employees to report information learned during school-related activities if that information leads the employee to believe that the health, safety, or welfare of students, staff, or property may be jeopardized.

Modes of Communication

Interpreters use varied modes of communication, depending upon the communication needs of students who are deaf or hard of hearing. The majority of students needing interpreters use sign language. The major types of sign language include American Sign Language (ASL), pidgin Signed English (PSE), and Signing Exact English (SEE). There are other types of communication modes used by some students. Students who are deaf or hard of hearing who rely on speech and speech reading to communicate may need an oral interpreter. The student reads the lips of the interpreter who is specially trained to clearly articulate speech. A cued speech interpreter is similar to an oral interpreter except that a hand code system or cue is used to represent speech sounds in addition to the speech.

A deaf-blind interpreter is used by those who have limited or no sight and hearing. There are several different deaf-blind interpreting techniques, but most frequently the individual receives the message by placing his or her hands on top of the interpreter's hands.

When referring to the educational interpreter in this document, sign language interpreters, oral interpreters, and cued speech are included in the definition.

Contingent upon training and experience, educational interpreters should be able to determine the extent of the student's comprehension of the mode(s) of communication utilized. If the student has difficulty with instructional content, the educational interpreter must collaborate with the appropriate member of the educational team.

OTHER INTERPRETING ENVIRONMENTS

The interpreter may perform this responsibility in a variety of settings. Special education students, like regular education students, may participate in a variety of programs both within the regular school day and after school. Activities that occur outside the classroom will necessitate that the educational interpreter continue to provide services while the student is participating in these other activities.
Other settings where the educational interpreter might provide services will include but are not limited to the following:

• instructional activities

• field trips
• club meetings
• assemblies
• athletic competition

The school district is responsible for providing interpreting services for students who are deaf or hard of hearing who participate in school sponsored extracurricular and other nonacademic activities. These responsibilities should be distinguished from extra duties as assigned. Out-of-class activities are those in which the educational interpreter is involved primarily to interpret for the student who is deaf or hard of hearing and facilitate communication between students outside the classroom at assemblies, field trips, meetings involving disciplinary issues or parent conferences, IEP meetings, and other meetings with school personnel.

Interpreting assignments involving time beyond the regular working hours will be compensated in some form per local policy (e.g., stipend, compensatory time off, or overtime pay).

USE OF INTERPRETERS DURING TESTING

The Idaho Department of Education has placed increased emphasis on measurement, assessment, and validation of learner performance. Measurements may include:

- curriculum-based evaluation

- proficiency testing

- other forms of evaluation.

Students who are deaf or hard of hearing are to be included in all general statewide or district wide assessments. The IEP team will determine how the student will participate in statewide and district wide assessments – with accommodations, without accommodations, with adaptations, or in the alternate assessment.

The IEP must document the specific tests to be taken and all accommodations, such as interpreting that will be provided to the student. Please note that accommodations shall not change the content or structure of the test, shall not change what the test is intended to measure, and shall not change or enhance the student's response.

Interpretation is a valid accommodation for some students taking proficiency tests. State Department of Education regulations define that the IEP team makes the determination regarding whether the student takes state or district tests with or without accommodations or if they take an alternate assessment. The IEP team, which includes the educational interpreter, makes the recommendation regarding accommodations to be provided.

Accommodations can include:

- Allowing extra time if all test items are interpreted

- Having the test administered in a different room if the interpretation is likely to be distracting to other students

- Have the interpreter serve as the proctor and be aware of all the requirements for test administration, such as procedures for restroom use, ensuring that maps and flags are not visible, and any other conditions.

Effective interpretation requires the interpreter to be familiar with the material being interpreted. For this reason, an interpreter may want to look over the proficiency test ahead of time. While the local test administrator may permit this type of review, he or she may require the interpreter to preview the test material in a secure office. Test materials should always be locked up when not in use. To avoid the appearance of a conflict of interest, an individual who is the parent or guardian of a child who is taking a proficiency test should not interpret that test.

OTHER OPTIONS FOR PROVIDING ACCESS FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

In addition to providing interpreters in the classroom there are other services than can be provided the student to increase their access to education.

Video Interpreting - State of the art video conferencing technology can provide on-demand remote interpreting services. Clients are billed only for the amount of time they work with the interpreter. Everything about the interpreting process remains the same, except the interpreter is working from a remote location.

Captioned videos and movies – Any movie or video used in the classroom should be captioned so that the student who is deaf or hard of hearing has equal access to the information.

Communication Access Real-time Translation (CART) -The CART provider quickly types into a stenotype machine using machine shorthand, and the computer software translates that shorthand into real-time captions, matching the shorthand against what is in a specialized shorthand dictionary stored in the computer. The process is so fast that there is hardly any lag time between what is said and what the student who is deaf or hard of hearing is able to read. This speed makes it possible for the student to be an active participant in the classroom. In this picture the captions are sent to a projector and projected to a screen so that everyone in the room can see the captions.

With CART, everything that is said is "captioned" live for students who are deaf or hard of hearing. In fact, it can be thought of as captioning for non-broadcast settings, such as classrooms, churches, meetings, and conferences. The captioning may be on a small screen that can be read only by one person, or the CART captions can be displayed on a screen.

Note taker – a person takes notes during class and then provides these notes to the student who is deaf or hard of hearing. A note taker is helpful since the student often has trouble watching an interpreter or captions and taking notes at the same time.

SECTION TWO

EDUCATIONAL INTERPRETER PERFORMANCE ASSESSMENT

GUIDELINES OF PROFESSIONAL CONDUCT FOR EDUCATIONAL INTERPRETERS

Permission was granted to publish these guidelines from Brenda Schick and Kevin Williams. The guidelines are reproduced in their entirety from the source document. Some minor grammatical corrections were made. In most cases this document uses "people first" language such as "a student who is deaf or hard of hearing" instead of "the deaf or hard of hearing student." When referring to a student or students who are deaf or hard of hearing, the "people first" language was substituted throughout the document.

This document describes obligations for educational interpreters employed in school settings. While the Code of Ethics adopted by the Registry of Interpreters for the Deaf (RID) is a very useful document for interpreters who work with adults, interpreters who work in schools are members of an educational system. Educational interpreters are working with children with developmental needs and with constraints and requirements imposed by educational practice and law. Because of this, it is appropriate to define guidelines for professional conduct for interpreters who work in educational settings.

> **All people who work in public schools must adhere to standards and guidelines**

In fact, all people who work in public schools must adhere to professional standards and guidelines. In comparison, professional codes of ethics are often a set of guidelines that are somewhat voluntary. For example, the American Psychological Association has a Code of Ethics and members can be sanctioned or expelled for violating them. However, educational interpreters have professional obligations that are more legal in nature.

In the case of educational interpreters, many of the rules and guidelines are defined by federal and state law, or by educational practice, not by an external professional organization.

The school and, in many cases, the state and federal government, define the standards of practice. The educational interpreter is obligated to follow these standards, as a member of an educational team. The consequence of violating these rules is not merely expulsion from a professional organization.

The school itself has an obligation to ensure that its employees follow the laws and regulations, especially in the case of children whose education is protected under federal law, the Individuals with Disabilities Education Act, or IDEA. The consequences of violating guidelines for the school, the interpreter, and the educational team are more severe than expulsion from a professional society.

For the purposes of this document, the term interpreter refers to both interpreters and transliterators. The following presents professional guidelines for educational interpreters.

General Expectations

Interpreters who work in the public schools as a related service provider are members of an educational team. As an adult in a student's educational life, the interpreter cannot avoid fostering or hindering development. Because of this, adults who work with children and youth often adapt their behavior and interaction to the maturity level of the student. This is also expected of interpreters. All children, deaf and hearing, are learning to become a member of a group, what is expected of them, how to follow formal instruction, and how to interact with peers. Schools foster broad development of children and youth, not just their intellectual development. Interpreters who work in public schools are an aspect of this broad development, and because of this they should adapt to the maturity level and expectations for student at the various developmental levels.

Unfortunately, there is no research to provide guidance about when it is appropriate to use an interpreter with a child. What little we know from testimonials and anecdotal reports is that it may require a certain cognitive sophistication to use an interpreter. For very young children, such as preschoolers, it may not be appropriate to use an interpreter but instead it may be more appropriate to have a language mentor who can communicate with the child directly. Consequently, any discussions regarding the use of an interpreter with a student should include a discussion of whether the student is developmentally ready to use an interpreter. In addition, for all children and youth, it is appropriate and necessary to help students understand and assume responsibility about how the interpreter is used. All children and

> **Research cannot guide us in deciding when a child is ready to use an interpreter**

youth who receive interpreting services should be taught how to use and manage their learning via an educational interpreter. In fact, learning to use an interpreter is an essential aspect of development of a student who is deaf or hard of hearing. As children grow older, they can increasingly participate using an interpreter as well as managing their learning with an interpreter.

Students with language skills that are delayed need a skilled interpreter, contrary to educational practice in some schools. Interpreters who are not

Children who are still developing language need a skilled interpreter	skilled are deleting and distorting aspects of language and classroom concepts essential for children to continue developing language. For students who are either delayed in language or still acquiring language, schools should consider allowing the student time with a fluent language role model, so that the interpreter is not the sole language model for the student.

These guidelines assume that an interpreter has met the minimum qualifications to effectively provide an interpretation of the educational program. This means that the interpreter should achieve at least a minimum level of 3.5 on the EIPA, as well as having post-secondary training. A Bachelors degree in educational interpreting or a related field is recommended. An individual with an EIPA below 2.5 should not be interpreting because the classroom content will not be even adequately communicated and the student will miss and misunderstand a large amount of the classroom information. The minimum level of 3.5 is truly a minimum level. Most professionals who are knowledgeable about interpreting for a developing child would acknowledge that interpreters must have skills above a minimum level of an EIPA 3.5. But they recognize that requiring a higher standard (e.g., 4.0 or greater) may not be realistic at this time. Therefore requiring that an interpreter demonstrate skills at an EIPA level of 3.5 or greater is not a "Cadillac of services." It is a minimum level of competency.

Schools and school districts typically have guidelines and policies for professional behavior and conduct. First and foremost, an educational interpreter is a member of the educational team and school community. As a related service provider in a school, the educational interpreter should be familiar with policies, procedures, and ethics for professional conduct within the school setting. In these policies, there are specific guidelines for understanding confidentiality among educational team members, reporting child abuse, and exercising professional judgment. Some of these policies are dictated by state and federal law regarding all students, and are required of all individuals working in a school.
Others are dictated by laws protecting the educational rights of students who are deaf and hard of hearing.

Educational interpreters should request a copy of the policies and procedures handbook from their supervisor. In addition, they should discuss any situation where they are not certain how to handle an issue, or how they handled an issue in the past, with a supervisor. Any evaluation should consider the interpreter as a member of the educational community as well as their ability to interpret.

Legal Requirements for All Individuals Working in Public Schools

All individuals who work in a public school must report any suspicions of child abuse or neglect to the proper authorities. Always know and follow your school policy regarding this or you may be held legally responsible. Interpreters should inform students that they must report any conversations where the student admits to unlawful activity, such as drug or alcohol abuse, bringing weapons to school, etc. Typically this is required of all school personnel. The student should understand that communications with the interpreter outside of class are no different than communications with teachers and other school personnel. Any communication that occurs outside of the interpreted classroom activity is not confidential.

Interpreters should always act to protect the safety of all students in the classroom, not just the student who is deaf or hard of hearing. This means that the interpreter may need to stop interpreting if intervention is needed because there is a reason to believe that

> **Any communication that occurs outside of the interpreted classroom activity is not confidential**

someone will be injured. The interpreter can explain the situation after the danger is passed. Except for emergency situations the interpreter should not be put in charge of a mainstreamed classroom.

Working with a Student Whose Education is Protected Under Federal IDEA, Which is any Student who has an IEP

Following federal law (IDEA), all decisions regarding the student's educational program are made within the context of the educational team, as identified in the student's IEP. Generally, for a student who is deaf or hard of hearing, members of the educational team may include: a teacher of the deaf, a regular classroom educator, a speech pathologist, or an audiologist. In addition, parents or legal guardians are also obligatory members of the IEP team. The educational interpreter should be a member of this team and should understand the educational goals for the student.

The Educational Interpreter is a Member of the Educational Team

> **Interpreters should attend IEP meetings, as a participant, not to interpret**

Interpreters should participate in all IEP meetings concerning students they work with. The educational interpreter shall either interpret or participate in meetings, such as staff meetings, IEP meetings, but should not do both.

Interpreters can provide valuable informal contributions about how the student is functioning with an interpreter and can answer questions and address concerns related to a student's communication needs. However, educational interpreters have no specialized training in language or communication assessment, so observations should be verified by a qualified professional. Despite this, the educational interpreter can often share useful observations. If an interpreter believes that a complete interpretation is inappropriate, because the student has delayed skills, this must be discussed with the educational team. In general, as a member of the educational team, the interpreter can provide information regarding interpreting, classroom interaction, and tutoring.

Communication with the student's family should be in the context of the educational team. In general, interpreters should direct most parent questions to the appropriate professional, which may include questions regarding a student's progress in class, homework assignments, tardiness, and absenteeism.

If the educational interpreter is also functioning with a particular student as a tutor, this person may discuss the student's performance in the tutoring session only, but may not evaluate academic performance. This may include discussing tutoring strategies with other members of the team, (e.g., interpreters, teachers, or supervisors) who are directly responsible for the educational program of the students who are deaf or hard of hearing. Other information that maybe important for the educational team to know include anything that may impact a student's performance or learning, such as tardiness, effects of medication, fights with peers, or inattentiveness in class. Some examples of questions that are appropriate for an interpreter may include:

- How does the student who is deaf or hard of hearing communicate with the teacher, other school personnel and his peers? What are the interpreter's observations concerning the student's language and preference for communication mode?

- How does the student who is deaf or hard of hearing sign? (American Sign Language, Contact Sign, or Manually Coded English.)

- Does the student who is deaf or hard of hearing attend to the educational interpreter?

- What interferes with being able to interpret the classroom? Are there issues related to the interpretability of the setting? For example, how much does competing visual input, such as looking at overheads and watching the interpreter, interfere with a student receiving classroom communication?

- What modifications to the teacher's message does the interpreter routinely make? Is the interpreter making decisions to simplify the teacher's language and concepts, and for what reasons? Is the interpreter fingerspelling as is appropriate or using general signs due to a belief that the student would not comprehend finger spelling?

The interpreter should understand the educational goals for a student he or she works with. Even though the interpreter is not the teacher, understanding the annual goals and the daily objectives will help the interpreter do a better job. The interpreter should be prepared to assist with support and implementation of educational goals in the classroom.

The educational interpreter may be asked to use American Sign Language or a particular system of Manually Coded English. If the interpreter has concerns about his or her skills with regard to this assignment, these concerns should be discussed with the supervisor. If the educational interpreter disagrees with the decisions of the educational team in terms of the use of a particular system of sign communication (e.g., SEE II, PSE, ASL) for a student, the interpreter should discuss this with the educational team.

Standardized testing is a critical aspect of assessing the student's achievement. Because of this, the interpreter should have preparation time to discuss test administration with a professional knowledgeable about students who are deaf or hard of hearing and about the specific test. There are some interpreting practices that may invalidate test results or may overly assist the student. On occasion, the educational team may decide that a student who is deaf or hard of hearing should have an alternate method of testing. The educational interpreter should be familiar with, and competent to provide a range of alternate testing techniques in order to make the language used on a test as accessible as possible to the student who is deaf or hard of hearing.

Tests, projects, and evaluations produced by the classroom teacher should be discussed with that teacher to help determine what can or cannot be explained. For example, the student may be required to know some vocabulary, while other terms may be secondary to the concept. The classroom teacher should decide this. If the teacher's main interest is whether the student understands the concepts, without interference from reading skills, the teacher may choose to have the interpreter provide an interpretation of the test questions.

It should be noted that interpreters vary widely in their understanding of issues surrounding the education of students who have a hearing loss. Because there is typically no degree requirement for educational interpreters, and because many interpreter-training programs have little coursework in educational issues, the educational team cannot assume that the interpreter is able to serve as a consultant or a resource. However, when an interpreter is knowledgeable, she can provide in-service training to both staff and peer students in their role in the classroom.

Guidelines for Interpreters Who Work with Students

All adults in an educational setting have the responsibility of fostering social development, in addition to more formal academic learning. While the interpreter must maintain an impartial role when interpreting, like the classroom teacher, she is also an adult role model for a developing student. Because of this, it is important for the interpreter to maintain a relationship with the student that is appropriate to the student's age and the academic setting. This includes maintaining rapport with students while also preserving professional boundaries. It is not appropriate to consider the student your friend or confidant. Inappropriate relations with a student may be grounds for dismissal.

It is important to recognize that the interpreter works for the educational program, not for the student who is deaf or hard of hearing or the family. The interpreter's goal is to facilitate communication between deaf and hearing people and to communicate clearly what each individual says. Because of this, it is important to maintain a healthy relationship

> **Interpreters should maintain professional boundaries with students**

with all adults and students in the interpreted classroom. Hearing students often need help negotiating an interpreted conversation, and that communication is equally important in a student's educational life. All students and staff should be helped to understand the roles and boundaries of the interpreter. Decisions regarding whether a student needs an interpreter to communicate with teachers and peers should be made with input from the entire community, not just the student who is deaf or hard of hearing.

Educational interpreters should have preparation time to review lesion

> **Interpreters can produce a better interpretation when they understand the content and goals of the lesson.**

goals and vocabulary or to consult with educational team members. An interpreter can produce a better interpretation when prepared or when knowledgeable about the topic area. For technical classes, such as biology, geometry, and computer science, it often takes time for an interpreter to develop the specialized vocabulary necessary to understand the content.

It is not appropriate for the interpreter to share attitudes and opinions with the student about other adults in the school environment. Regardless of whether the interpreter views the message as being incorrect, incomplete, morally inappropriate, or lacking in direction, the interpreter is not at liberty to edit the message, or to communicate her opinions to the students.

There are many factors that impact the accuracy of an interpretation, such as visual distractions, the interpreter's skills and knowledge, as well as the teacher's style of instruction. Ultimately, it is the interpreter's responsibility to inform the teacher and/or student when concerned about the completeness of an interpreted message. The interpreter should inform the student and the teacher if he or she feels that the teacher's message was not communicated accurately.

It is assumed that all verbal communication as well as environmental sounds will be signed when appropriate and that all signed communication will be voiced when appropriate. There may be situations when it is impossible or inappropriate to interpret all communication and sounds. Decisions regarding what to represent and what to disregard should be discussed with the classroom teacher.

Some students who are deaf or hard of hearings may not fully understand the interpretation of an English message due to differences in culture, language, or experience. It is appropriate for educational interpreters to clarify bits of information that fit into this category (e.g., hearing culture jokes, certain English vocabulary which does not translate well). However, this is to be done on a limited basis for the benefit of clear communication and should not interfere with the teacher's message.

While the interpreter is responsible for interpreting, like all adults in an educational environment, he or she is also responsible to the school's discipline goals. The classroom teacher determines the philosophy of discipline for the classroom.

The extent to which the interpreter should participate in classroom discipline of all students should be discussed with the classroom teacher. For the most part, discipline should be administered by the classroom teacher. However, it is not appropriate for the interpreter to disregard highly inappropriate behavior from any student in the classroom. From a developmental perspective, all students should know that adults are consistent in their judgment of inappropriate behavior as well as their response to it.

It is not the interpreter's role to protect the student from discipline or failure. With regard to homework, fooling around, persistent lack of attention, and failure to participate appropriately, the student who is deaf or hard of hearing should be treated like all other students in the classroom. The student who is deaf or hard of hearing should be allowed the freedom to make choices and to learn as independently as possible (as the hearing students do). The interpreter should not help the student with work, unless explicitly acknowledged by the educational team. This should be considered tutoring and follow tutoring guidelines.

> **All students, deaf and hearing, will need help understanding the role of the interpreter**.

The interpreter should clarify his or her role to any member in the school setting, including the student who is deaf or hard of hearing. It is appropriate for the interpreter to help deaf and hearing students understand the role of an interpreter. This may involve giving clues to a student or explicitly informing the student of how to handle an interpreted situation. The student should be guided to assume more responsibilities for directing the interpreter as he or she becomes more mature.

Students who are deaf or hard of hearing are very dependent on their vision. When the teacher is talking, it may be necessary for a student to also look at a picture, graph, or other sources of information. This can easily create barriers to learning in that the student had to look at too many competing sources of information. The interpreter should work with the classroom teacher to ensure that all educational content, language and visual information are accessible to the student. In addition the interpreter should be aware that:

- Eye fatigue will be experienced by the student

- All students vary in their attention span and tendency to be distractible, and this changes as children mature.

- All instructional and non-instructional stimuli will be in competition for the student's attention. The student cannot be expected to attend to everything at the same time. Because of this, the student may occasionally look away from the interpreter.

- An interpreter may need to adjust communication depending on a student's need to rest their eyes momentarily.

- For a student who is young, a subtle cue from the interpreter may be necessary to help the student re-focus attention.

- If a student is consistently inattentive, it should be discussed with the classroom teacher and the educational team. Initially the classroom teacher should address the problem with the student directly. If necessary, the educational team may assist the student in learning how to use interpreter services.

The primary mode of learning for many students who are hard of hearing or students with cochlear implants is through the auditory channel, with the interpretation providing critical supplemental information. This student may choose to watch the teacher, using the interpreter to provide missed information or to verify information received. Because of this, the interpreter should continue to interpret even if the student chooses to watch the teacher.

An educational interpreter shall consider the following information about an assignment to determine if his or her skills are adequate for the assignment:

- the age level of the student

- the content of the various classes

- situations calling for special interpreting skills (i.e., films, assembly programs)

- the student's language skills

- the interpreter's language skills (ASL, PSE, MCE, spoken and written English)

- the student's sign language preference (ASL, PSE, MCE, spoken and written English)

Interpreters should continue to develop knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues and reading of current literature in the field. All professionals should take part in continuing education activities, both general to education and specific to interpreting. In order to be respected as a member of the educational team, and to provide students with access to the classroom, interpreters should be improving their skills and knowledge continually. Interpreters should be aware of continuing educational requirements in their state.

Interpreters shall dress in a professional manner that is appropriate to the setting. An interpreter's appearance needs to be non-distracting in order to prevent eye fatigue among the students who are deaf or hard of hearing. Clothing should be of contrasting color to the skin and be pattern free. Jewelry should not be distracting.

Facial hair should be trimmed to allow clear viewing of the lip movement. The style of dress should be consistent with that of the classroom teacher.

Tutoring

In many schools, educational interpreters are asked to tutor the student who is deaf or hard of hearing. Typically, interpreters are not trained to tutor, so training and supervision are essential. There are advantages to having the educational interpreter conduct tutoring. It allows direct communication during tutoring, which is preferable to an interpreted message. The interpreter often knows the student and classroom materials. The interpreter also understands aspects of how hearing loss affects language and interaction.

> **Interpreters can tutor if they have training and are supervised by a teacher**

There are also disadvantages. It may be difficult for the student or the interpreter to separate roles and responsibilities associated with tutoring from those associated with interpreting. This may mean that the student and the interpreter assume that they are constantly in the role of interpreter/tutor, rather than two distinct roles. The student may become overly dependent on the interpreter. The interpreter may not have sufficient grasp of the content or tutoring techniques to be effective. Also, if the student failed to understand classroom concepts because of poor interpretation or lack of sign vocabulary, the interpreter may not be able to communicate the concepts during tutoring either.

If the educational interpreter is asked to tutor, the following guidelines should be followed:

- The interpreter should not tutor if it interferes with the primary responsibility of interpreting.

- Tutors should receive training, which includes understanding effective tutoring techniques as well as an understanding of the subject matter.

- Tutoring should be conducted under the supervision of the classroom teacher. Under no circumstances should interpreters develop their own lesson plans or determine what should be tutored.

- Tutoring is not a substitution for effective interpreting. A student should not be tutored separately unless there is a clear educational need for it, as determined by the educational team.

- The interpreter should make it clear to the student when a role other than interpreter is assumed, such as tutoring.

Acknowledgements

SECTION THREE

SCHOOL ADMINISTRATORS

ROLES AND RESPONSIBILITIES OF THE SCHOOL

School administrators must assure that the roles and responsibilities of the educational interpreter are well understood by everyone. Written guidelines and in-service training are critical to ensuring that these roles and responsibilities are understood by:

- the students who will be using the services

- their parents

- the teacher, and

- the educational interpreter

- other members of the educational team

The school district must be aware of the communication modes used by students who are deaf of hard of hearing. The language to be used in the interpreting process should be compatible with that used by the student. It is not the interpreter's responsibility to select the mode(s) of communication to be used in class. The mode(s) should be dictated by student needs and indicated on the child's IEP. Interpreters/transliterators are important language models for the student who is deaf or hard of hearing; and therefore must be skilled in the mode(s) of communication indicated on the child's IEP.

RECRUITING

Schools in larger metropolitan areas will have fewer problems in recruiting educational interpreters. In rural areas the school district might need some assistance. To request assistance in recruitment, contacts can be made with the Idaho State University educational interpreter preparation program or other interpreter programs. Regional interpreter programs are listed in Appendix A. Elementary, secondary, and post-secondary programs already serving students who are deaf or hard of hearing in the locality may also be helpful in identifying possible recruitment sources.

HIRING

All aspects of hiring should follow the district's posting and advertising procedures. The district's procedures for the interview process should also be followed when hiring an interpreter.

Job Title

The job title for educational interpreters must correspond as closely as possible to actual job responsibilities, such as "Educational Interpreter/transliterator." A clear distinction must be made between interpreter and classroom/instructional paraprofessional. The term "paraprofessional" must be avoided in the job title of the interpreter. The interpreter may occasionally perform a duty similar to that of a paraprofessional, but it must be remembered that his or her **primary responsibility is interpreting**. There is an inherent risk in using the term "paraprofessional" in that it may lead the administrator or teacher to

assign paraprofessional-related tasks to the interpreter at the expense of the interpretation and communication needs of the student who is deaf or hard of hearing. This could perpetuate confusion about the primary function of the interpreter. An already existing job title, such as "teacher's paraprofessional" should not be used for an educational interpreter. Role expectations for paraprofessionals are designed for persons with very different kinds of responsibilities.

Job Description

The job description should be detailed, ensuring that all members of the educational team understand clearly the educational interpreter's duties. Each interpreter's job description should include the job title, roles and responsibilities, qualifications, skills required, and language expertise. **See Appendix C for a sample job description for the Educational Interpreter.**

Examples of documentation that, when viewed holistically, can establish interpreter credentials:

1. Certification (from the Registry of Interpreters for the Deaf (RID), National Association of the Deaf (NAD), or a State Quality Assurance or Certification program.

2. Educational degrees from an accredited two or four year post-secondary institution (degree in Interpreting, Deaf Education, or related field).

3. Professional Evaluation or Diagnostic Assessments such as the Sign Language Proficiency Interview (SLPI) or the Educational Interpreter Performance Assessment (EIPA), from a qualified, trained and certified evaluator of interpretation or trained Deaf professional.

4. Relevant work experience (successful work history that illustrates accomplishment within various content areas).

5. Relevant training courses (college transcripts, CEU transcripts, or workshops attended with an emphasis in foundations in education, Deafness, interpreting, transliterating, communication, linguistics, and culture).

6. Interpreting portfolio (videotapes of work samples demonstrating interpreting skills, including voicing and signing).

7. Letters of Recommendation (from professional colleagues and associates, former teachers who know the work of the interpreter, Deaf

consumers who know the skills and abilities of the interpreter, and fellow interpreters or mentors).

8. Participation in Educational Interpreter Interagency Consortium sponsored assessments, training, development, and mentoring.

9. Professional and community affiliations such as membership in local, state, or national organizations such as Registry of Interpreters of the Deaf (RID), Idaho RID, or Idaho Association of the Deaf (NAD), National Cued Speech Association (NCSA).

10. Documentation of sufficient spoken and written English language skills.

The district may choose to consider some additional areas when screening applicants. The Educational Interpreter Performance Assessment (EIPA) is also available in an abbreviated form with a 72-hour response time for use in making hiring decisions. (Appendix I).

A team of individuals should be involved in the hiring process. Any of the following individuals may comprise the interview team. Some members should be skilled in sign language or cued speech communication and understand the roles and responsibilities of educational interpreters.

- An individual who is deaf
- A teacher of students who are deaf or hard of hearing
- An administrator or designee
- Another educational interpreter
- A special education teacher
- Outside consultant
- A parent

In order to evaluate the applicant's skills in these areas trained professionals in sign language interpreting must be part of the evaluation team. The following are some additional skill areas:

Sign-to-voice skills – How well can an applicant watch a student who is signing and voice accurately the message? A suggestion is to use videotapes of several students who are deaf or hard of hearing to evaluate the applicant's ability to understand potential students.

Voice-to-sign skills – How well can an applicant hear the message and convey it accurately by use of sign? A suggestion is to have available an

audiotape of several teachers of different grade levels and evaluate the applicant's ability to sign what he or she heard.

Cultural knowledge – Consideration should also be given to the child's cultural background when hiring an interpreter. The interpreter must have a knowledge base of the child's culture in order to be sensitive to the needs of the child

.

Other – Does the applicant have experience in other communication modes such as cued speech and oral transliteration? Has the applicant had experience interpreting for individuals who are deaf-blind?

These additional skill areas help to evaluate the candidate as he or she demonstrates his or her skill in the specific mode(s) of communication utilized within the classroom.

An educational interpreter is a __skilled__ position and should be compensated accordingly.

COMPENSATION AND BENEFITS

It is recommended that educational interpreters employed as members of the school staff are given a contract based on the district's policies and procedures. Permanent full- and part-time interpreters would be entitled to the same benefits program available to other employees in the district based on their level of credentials and experience and should be compensated accordingly. Educational interpreters are skilled employees and should be accepted members of the educational staff at the school.

RANK OR LEVEL

Based on local personnel policies and the size of the district, there may be opportunities for promotion into roles such as lead interpreter, interpreter mentor, interpreter coordinator, and interpreter supervisor. Advancement opportunities foster job satisfaction and motivation for continuing professional development and longevity of employment.

Opportunities should be present for professional advancement of educational interpreters through salary and wage increments that are based on local personnel policies. Compensation or other rewards can also be

offered based on academic degree, national interpreter certification, membership in interpreter organizations, and seniority.

ADVISING INTERPRETING INTERNSHIPS

A common need faced by all school districts is the shortage of interpreters qualified to work with students age 3-21. One way this need can be addressed is by providing opportunities for internships for students from an interpreter-training program (ITP). Internship programs are excellent recruiting tools in addition to improving the overall quality of educational interpreting services. Internships from participating Interpreter Training Programs typically last a full quarter or semester.

To assure a positive internship experience, schools should identify an interpreter to serve as an *advisory interpreter*. This person is responsible for supervising the student interpreter and for evaluating and monitoring the student interpreter's performance.

Suggested qualifications of the advisory interpreter include, but are not limited to, the following:

- Certification from a national organization such as the Registry of Interpreters for the Deaf (RID), Inc. or the National Association of the Deaf (NAD)
- Certification or licensure from another state
- Five or more years of experience as an educational interpreter
- Excellent interpersonal skills
- Excellent organizational skills

Assistance in establishing an internship program can be obtained from the Interpreter training program at ISU or the Idaho Registry of Interpreters for the Deaf.

SUPERVISION

School districts are responsible for assuring that educational interpreters have appropriate supervision. Such supervision should be provided by a member of the educational administrative staff who is knowledgeable about the roles and responsibilities of the educational interpreter. Schools or school systems that employ numerous educational interpreters should consider employing an interpreter coordinator or evaluator with the

requisite credentials and skills needed to serve in an administrative or other supervisory role.

Several school districts in a regional area could pool resources to hire such a person to work with the school districts' interpreters.

> Supervisors must have sufficient knowledge of educational interpreting services to assist with areas such as role differentiation, ethical issues, scheduling, conflict resolution, professional development, and mentoring.

EVALUATION
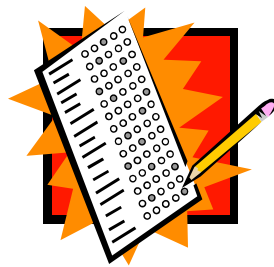
As a part of the overall job evaluation, it is necessary that supervisors make provision for performance-based assessments conducted by qualified interpreter evaluators. These assessments should be reflected in the supervisor's overall evaluation of interpreters. To accurately assess interpreting skills, it is recommended that the district utilize the services of an interpreter educator or a credentialed interpreter with evaluation skills and experiences.

Of critical importance is the ability to give insightful feedback that is beneficial to the interpreter. In addition to experience as an evaluator, evaluator credentials may include an associate degree in interpreting, Bachelor's degree in Educational Interpreting, a minimum of five years experience interpreting in elementary and secondary settings, and certification through RID, Inc. or NAD (level 3, 4, or 5).

An adult deaf consumer of interpreting could provide information regarding an educational interpreter's use of vocabulary, physical execution, facial grammar, professional appearance, and prosody.

Educational interpreters must receive periodic evaluations as dictated by the employing district's policies and procedures. The evaluation components should be shared with interpreters at the time they are hired. Such components should include:

- Interpreting competencies in language and processing
- Overall job performance

School districts may need to contact various outside agencies (see *Appendix B*) for assistance in locating qualified evaluators.

Use of the Evaluation
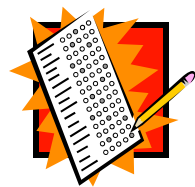
Comprehensive evaluation of interpreting competencies and the interpreter's overall job performance provide information that should be used to (a) identify individual areas of strength and weakness, (b) chart progress and improvements, and (c) target areas for staff development. Evaluation results and recommendations must be shared with the educational interpreter .

Grievance Procedures

In the event that misunderstandings involving educational interpreting arise, attempts should be made to resolve those informally using standard chain-of-command practices. Educational interpreters have the same rights as other school employees to pursue grievance procedures as a means of resolving difficulties and concerns that cannot be resolved in other ways.

The Educational Interpreter Interagency Consortium (EIIC) is actively working to enhance and improve educational interpreters in the State of Idaho. The consortium recommends that the hiring agency should carry the burden of proof in establishing and documenting the language and communication skills of employed interpreters.

SCHEDULING

The educational interpreter's work schedule will vary depending upon the needs of the student who is deaf or hard of hearing as stated on his or her IEP. Additional factors to be considered include educational levels, full- or part-time positions, and travel time between assignments. **Students who utilize interpreters must have full educational access during all classroom time; therefore, it is imperative that students who are deaf or hard of hearing not be deprived of interpreting services as a result of scheduling conflicts.**

> As an example, a district that hired one interpreter to work with two high school students discovered that the needs and transition plans were very different for each student, and each required access to different high school classes. An additional interpreter was hired to accommodate the students' need for interpreting services.

The educational interpreter's schedule should be established by qualified persons familiar with educational interpreting and program goals for students who are deaf or hard of hearing. The work schedule of the educational interpreter should include preparation.

Schedulers of educational interpreters must be aware of student needs and make necessary accommodations. It is suggested that substitute contingency plans be developed for use when staff interpreters are absent (see *Substitute Folders*, page 54).

The school district is responsible for providing interpreting services for students who are deaf or hard of hearing who participate in school sponsored extracurricular and other nonacademic activities. Interpreting assignments involving time beyond the regular working hours will be compensated in some form per local policy (e.g., stipend, compensatory time off, or overtime pay).

DURATION OF INTERPRETING PERIODS

Continuous interpreting for periods of an hour or longer results in fatigue, which, in turn, reduces the quality and effectiveness of the interpreting process. Sustained interpreting introduces health risks for interpreters in the form of overuse syndromes (i.e., Carpal Tunnel Syndrome or other repetitive motion injures).

In a lecture or classroom situation, the teacher should be cognizant of this need and provide at least a 10-minute break each hour during which time students could complete desk work or other activities that do not require the services of an interpreter.

DISTRIBUTION OF WORK

Secondary-level assignments should be distributed so interpreters have few back-to-back assignments involving interpreting uninterrupted lectures. At the elementary level, and particularly in self-contained classes, there is more seatwork and one-on-one interaction between teachers and students.

The use of interpreting teams can provide several advantages which include:

- Alleviating back-to-back assignments
- Decreasing interpreter fatigue
- Distributing all interpreter assignments equally

SPECIAL CONSIDERATIONS

Teachers, administrators, and other personnel need to be aware of accommodations or adaptations that can be made to make the physical environment more conducive to learning for the student who is deaf or hard of hearing. Such factors will vary depending upon the setting (e.g., classroom, outside the classroom or school building). Interpreters can be the best resource in providing the information needed to make adjustments in the physical environment.

Examples of adaptations which should be made to meet individual student needs follow:

- Preferential or roving seating
- Lighting
- Unobstructed visual or tactile access for the child
- Technology and multimedia accessibility for preparation
- Closed- and open-captioned films and videos
- Positioning for special activities, such as:
  - Assemblies
  - Field trips
  - Sporting Events
  - Driver's Education

USE OF INTERPRETERS DURING TESTING

The Idaho Department of Education has placed increased emphasis on measurement, assessment, and validation of learner performance. Measurements may include:

- curriculum-based evaluation

- proficiency testing

- other forms of evaluation

Students who are deaf or hard of hearing are to be included in all general statewide or district wide assessments. The IEP team will determine how the student will participate in statewide and district wide assessments – with accommodations, without accommodations, with adaptations, or in the alternate assessment.

The IEP must document the specific tests to be taken and all accommodations, such as interpreting that will be provided to the student.

Please note that accommodations shall not change the content or structure of the test, shall not change what the test is intended to measure, and shall not change or enhance the student's response.

Interpretation is a valid accommodation for some students taking proficiency tests. State Department of Education regulations define that the IEP team makes the determination regarding whether the student takes state or district tests with or without accommodations or if they take an alternate assessment. The IEP team, which includes the educational interpreter, makes the recommendation regarding accommodations to be provided.

Accommodations can include:

- Allowing extra time if all test items are interpreted.

*It is critical that the interpreter function as a **facilitator of communication,** not as the student's tutor or teacher.*

- Having the test administered in a different room if the interpretation is likely to be distracting to other students.

- Have the interpreter serve as the proctor and be aware of all the requirements for test administration, such as procedures for restroom use, ensuring that maps and flags are not visible, and any other conditions.

Effective interpretation requires the interpreter to be familiar with the material being interpreted. For this reason, an interpreter may want to look over the proficiency test ahead of time.

While the local test administrator may permit this type of review, he or she may require the interpreter to preview the test material in a secure office. Test materials should always be locked up when not in use. To avoid the appearance of conflict, an individual who is the parent or guardian of a child who is taking a proficiency test should not interpret that test.

PROFESSIONAL DEVELOPMENT

Continued professional development is a necessary part of growth for educational interpreters, teachers, administrators, and other employees.

Options
Professional development can be provided in a variety of ways through one or a combination of the following:

- Interpreter training programs
- In-service training
- Workshops and conferences – Idaho State University, Idaho RID, College of Southern Idaho (Sign Language Studies only at CSI)

Continuation of Professional Development Options
- Independent study and action research
- College courses
- Content area updates
- Collaboration and team building
- Activities that improve technology skills
- School program committees related to issues in the area of deafness or hard of hearing

Activities
Additional professional development activities may include:

- Training for interpreter certification (RID, Inc./NAD)
- Development of skills to assume non-interpreting responsibilities (e.g., tutoring, sign language instruction, supervision of interpreters)
- Training for interpreting at various educational and development levels with special populations (e.g., students with hearing and visual impairments)
- Training for interpreting in various language modes (e.g., oral interpreting, sign to voice, ASL, forms of Manually Coded English, cued speech, and deaf-blind interpreting)

Activities that result in a greater understanding of the academic and social development of students who are deaf or hard of hearing:

- Development of skills for communicating and collaborating with parents and/or general and special educators
- Improvement of skills in academic areas to broaden knowledge in subject areas being interpreted
- Broadening knowledge of deaf culture
- Understanding the roles of an educational interpreter as a member of the school and IEP team
- Development of basic knowledge in the education of students who are deaf or hard of hearing and foundations of education
- Involvement in professional interpreter organizations and conferences
- Mentoring.

Resources
A variety of useful resource materials focusing on retention and refinement of interpreting skills are available for training purposes. See *Appendix A* for additional information on resources in the area of educational interpreting.

SECTION FOUR

GENERAL AND SPECIAL EDUCATION TEACHERS

Responsibilities of Teachers Working with Students Who Are Deaf or Hard of Hearing in the General Education Classroom

The following has been adapted from *Ohio Guidelines for Educational Interpreters*, 2000.

Classroom arrangements:

- Introduce the interpreter to the entire class at the beginning of the year and allow class time for the interpreter to explain his or her role.

- Be flexible with classroom seating arrangements. Preferential and roving seating are important so the student can have visual access to the teacher, interpreter, and students who are contributing to classroom discussions.

- Retain primary responsibility for classroom management. Interpreters are not expected to take any actions that impinge on the teacher's authority in the classroom.

- Learn to use the closed caption decoder and other technology the student may be using in the classroom.

- Use films and videos that are captioned to ensure access for students who are deaf or hard of hearing.

Working with the interpreter:

- Discuss with the interpreter the class format (lecture, discussion, and films/media) to be used.

- Provide the interpreter with all textbooks and other related materials used in the class. Provide an overview of upcoming instruction. Apprise the interpreter of specific or new vocabulary used in class.

- Remember the interpreter is working for everyone in class (i.e., he or she is not there just for the student who is deaf or hard of hearing.

- Consult regularly with the interpreter.

Working with the student:

- Maintain eye contact with the student, rather than with the interpreter. This establishes a direct and important connection between teacher and student.

- Look at and talk to the student who is deaf or hard of hearing. Although the interpreter will be signing what you say, watching the student's facial expression can assist you with communication.

- Face and talk directly to the student. "My name is Ms. Smith," is more empowering and inclusive than "Tell him my name is …" This practice applies when using an interpreter and during all classroom communication.

- Speak at the same speed you would use in any instructional situation. You do not have to slow down to accommodate the student who is deaf or hard of hearing in the classroom, unless you are requested to do so by the interpreter. The interpreter will also ask for clarification if needed.

- During oral reading, it is important to realize that speed tends to increase. Please be aware that the student may be trying to watch the interpreter and follow the text. Modifications/adaptations may need to be devised.

- Be aware that the interpreter is responsible for providing communication and educational access for the student who is deaf or hard of hearing by (a) signing all the information he or she hears from teachers and other students, (b) voicing or speaking all the information from the student who is deaf or hard of hearing, and (c) not editing, interjecting personal comments, or deleting information that other students can hear.

- Visually cue the student with a hearing impairment to indicate who is talking during class discussions.

- To promote independence and inclusion, hand all materials directly to the student rather than to the interpreter.

- Allow several minutes for the student to visually scan new materials and to become oriented to vocabulary and central concepts. It is impossible to read and watch the interpreter simultaneously. Providing vocabulary or study guides prior to the introduction of new material is also helpful.

- Be aware that, due to the time required to process the information, the interpreter is usually several sentences behind the speaker. During classroom discussion, establish a rule that one person speaks at a time. When students raise their hands and teachers point to the next speaker, it allows the student who is deaf or hard of hearing to more fully participate in fast-paced, lively conversations.

- Understand that private conversations between teacher and interpreter, or between interpreter and student who is deaf or hard of hearing are not appropriate. However, there may be times when the interpreter is still signing information in order to clarify communication—even after the teacher/classmate has finished speaking.

- Hold the student who is deaf or hard of hearing responsible for class rules, homework, materials, and class preparation just as you would any other student.

INTERPRETERS IN THE CLASSROOM

Educational interpreting is a specialty requiring additional knowledge and skills beyond those required of community interpreting. In the classroom, the instructional content varies significantly, and the skills and knowledge necessary to qualify an interpreter vary accordingly.

In the primary grades, the interpreter needs a broad basic knowledge of the subject areas such as mathematics, social studies, and language arts, and should have an understanding of child and language development.

At the secondary level, the interpreter needs sufficient knowledge and understanding of the content areas to be able to interpret highly technical concepts and terminology accurately and meaningfully.

Additionally, familiarity with an individual student's linguistic preferences is crucial to meeting the student's language needs. The majority of interpreting will be done in the classroom and requires that **the interpreter prepare for the assignment,** assure that the physical setting is conducive to interpreting and works with the classroom teacher to assure a collaborative work setting.

> **Preparation Time**
>
> **The work schedule of the educational interpreter should include preparation time. Preparation time is needed during the school day for meeting with instructors and team members; reviewing all pertinent instructional materials such as course and/or lecture outlines, class notes, required readings, and tests or quizzes; and previewing films, videotapes, and other media to be interpreted. Interpreters need access to all of these materials and to a workspace**

Physical Setting in the Classroom - The general education teacher should assign seats for students who are deaf or hard of hearing where they will have an unobstructed view of the teacher and the interpreter.

The following suggestions for arranging the physical setting of the classroom are adapted from the *Kansas State Board of Education*, 1995**:**

Closeness to the Teacher - The interpreter should be positioned close to the teacher when possible to enable the student to see the teacher and the interpreter clearly.

Move with the Teacher - If the teacher moves to another part of the room to lecture, the interpreter should follow, making sure that the student can see the teacher and the interpreter clearly.

Allow time to look at visual aids - The Interpreter must recognize that it is not possible for the student to look at visual aids and the interpreter simultaneously and make adjustments accordingly.

Allow time for note taking - The interpreter must recognize that it is not possible for the student who is deaf or hard of hearing to receive information visually and write at the same time and should assist the teacher in making adjustments.

Lighting - The interpreter will be responsible for making sure there is sufficient lighting to ensure visibility of interpreting during lectures and films.

Interpreting videos or movies - The interpreter should be placed in the best position for viewing by the student while interpreting movies, TV, and overhead projections, taking care not to have his or her back to any lighting or windows that produce glare.

Interpreting at assemblies or other meetings - When interpreting during an assembly program, the student should be able to see the interpreter and the event.

Working As A Team - Collaboration With Teaching Staff

In order to coordinate communication and educational planning for students who are deaf or hard of hearing, **time must be allotted for educational interpreters and teachers to meet and discuss course content, lesson plans, upcoming tests, student learning styles, and special classroom environment considerations**.

These meetings should be scheduled on a regular basis to exchange and share information to support the student.

The relationship between the teacher of the student who is deaf or hard of hearing and the educational interpreter is an important one. Both are professionals working as part of a team to ensure the most appropriate education for the student. They must draw upon their expertise in order to provide in-service training for staff and hearing students, as well as instructional strategies and delivery systems for students who are deaf or hard of hearing.

Educational interpreters, like other members of a student's education team, may have additional assignments when not interpreting. In determining appropriate responsibilities, it is important to utilize specialized competencies and skills of the interpreter and assign only those responsibilities for which the interpreter is qualified. It is also important to recognize the physical demand of interpreting and allow the interpreter some down time between assignments.

Activities that maximize the interpreter's effectiveness during non-interpreting periods of time might include:

• planning and preparing for the interpreting task

• presenting in-service training about educational interpreting

• working with teachers to develop ways of increasing interaction between deaf students and their peers

• if qualified, tutoring the student who is deaf or hard of hearing

• if qualified, teaching sign language to other school staff and to pupils who are not deaf

Activities that tend to reduce the interpreter's effectiveness may include:

• copying and filing   • monitoring study hall

• bus attendant duty   • lunchroom duty

       • playground supervision

Educational Support

Educational support might be included as an educational interpreter's responsibility, but the teacher is charged with the main responsibility for teaching and assessing student progress. Educational interpreters **do not provide primary instruction;** however, they should be available to interpret tutoring sessions between teachers and students and to reinforce curriculum-based vocabulary.

The responsibilities for management of the classroom should never be assigned to the interpreter. The educational interpreter should not be asked to assume duties such as covering a classroom or teaching a lesson, with the exception of teaching sign language.

SUBSTITUTE FOLDERS

Educational interpreters are encouraged to develop a substitute folder to be kept on file in the school office in case of absences. The folder should contain the following information:

- **Daily Schedule**
- **Beginning and ending times**
- **Class periods or times (where applicable)**
- **Lunch and break times**
- **Subjects**
- **Additional Information**
- **Teacher's name(s) and name sign(s)**
- **Student's name(s) and name sign(s)**
- **The name(s) and name sign(s) of other interpreters in the building**
- **School Layout or Map**
- **Classroom(s)**
- **Office and teachers' lounge**
- **Restrooms**
- **Special Considerations and Accommodations**
- **Idaho Guidelines for Educational Interpreters (or access to it)**
- **Current Handouts and Assignments**

ADVISING INTERPRETING INTERNSHIPS

A common need faced by all school districts is the shortage of interpreters qualified to work in the kindergarten through 12th grade setting. One way this need can be addressed is by providing opportunities for internships for students from an Interpreter Training Program (ITP). Internship programs are excellent recruiting tools in addition to improving the overall quality

of educational interpreting services. Internships from participating Interpreter Training Programs typically last a full quarter or semester.

To assure a positive internship experience, schools should identify an interpreter to serve as an *advisory interpreter*. This person is responsible for supervising the student interpreter and for evaluating and monitoring the student interpreter's performance. Suggested qualifications of the advisory interpreter include, but are not limited to the following:

>Graduate of an Interpreter Education program
>Certification from a national organization such as the Registry of Interpreters for the Deaf (RID), Inc. or the National Association of the Deaf (NAD)
>Five or more years of experience as an educational interpreter
>Excellent interpersonal skills
>Excellent organizational skills

USE OF INTERPRETERS DURING TESTING

The Idaho Department of Education has placed increased emphasis on measurement, assessment, and validation of learner performance. Measurements may include:

- curriculum-based evaluation

- proficiency testing

- other forms of evaluation.

Students who are deaf or hard of hearing are to be included in all general statewide or district wide assessments. The IEP team will determine how the student will participate in statewide and district wide assessments – with accommodations, without accommodations, with adaptations, or in the alternate assessment.

The IEP must document the specific tests to be taken and all accommodations, such as interpreting that will be provided to the student. Please note that accommodations <u>shall not</u> change the content or structure of the test, shall not change what the test is intended to measure, and shall not change or enhance the student's response.

Interpretation is a valid accommodation for some students taking proficiency tests. State Department of Education regulations define that the IEP team makes the determination regarding whether the student takes state or district tests with or without accommodations or if they take an alternate assessment. The IEP team, which includes the educational interpreter, makes the recommendation regarding accommodations to be provided.

Accommodations can include:

- Allowing extra time if all test items are interpreted.

- Having the test administered in a different room if the interpretation is likely to be distracting to other students.

- Have the interpreter serve as the proctor and be aware of all the requirements for test administration, such as procedures for restroom use, ensuring that maps and flags are not visible, and any other conditions.

Effective interpretation requires the interpreter to be familiar with the material being interpreted. For this reason, an interpreter may want to look over the proficiency test ahead of time. While the local test administrator may permit this type of review, he or she may require the interpreter to preview the test material in a secure office. Test materials should always be locked up when not in use. To avoid the appearance of a conflict of interest, an individual who is the parent or guardian of a student who is taking a proficiency test should not interpret that test.

CONFIDENTIALITY

As communication facilitators participating in all aspects of a student's school day, educational interpreters have more access to information about the student than other educational professionals. Decisions as to what should and should not be disclosed may be unclear to the interpreter unless he or she has a clear understanding of district policies and the type of information school personnel are legally obligated to report. Interpreter confidentiality should not supersede the responsibility of all school employees to report information gained during school-related activities if that information leads the employee to believe that the health, safety, or welfare of students, staff, or property may be jeopardized.

SECTION FIVE

GUIDELINES FOR EDUCATIONAL INTERPRETERS

INTERPRETING IN THE CLASSROOM

Educational interpreting is a specialty requiring additional knowledge and skills. In the classroom, the instructional content varies significantly, and the skills and knowledge necessary to qualify an interpreter vary accordingly.

In the primary grades, the interpreter needs a broad basic knowledge of the subject areas such as mathematics, social studies, and language arts, and should have an understanding of child development. **At the secondary level, the interpreter needs sufficient knowledge and understanding of the content areas to be able to interpret highly technical concepts and terminology accurately and meaningfully.**

Additionally, familiarity with an individual student's linguistic preferences is crucial to meeting the student's language needs. The majority of interpreting will be done in the classroom and requires that the interpreter prepare for the assignment, assure that the physical setting is conducive to interpreting and works with the classroom teacher to assure a collaborative work setting.

Interpreting is the educational interpreter 's primary role, and must take priority over any other demands. In some schools, interpreters may also interpret for deaf parents, deaf teachers, and other deaf employees. In those situations, the interpreter has a different role and adheres to a different code of ethics–usually the Registry of Interpreters for the Deaf (RID) Code of Ethics (see Appendix G).

Working As A Team - Collaboration With Teaching Staff

In order to coordinate communication and educational planning for students who are deaf or hard of hearing, **the educational interpreter must allow time to meet with teachers and discuss course content, lesson plans, upcoming tests, student learning styles, and special classroom environment considerations**.

These meetings should be scheduled on a regular basis to exchange and share information in order to support the students in the classroom.

The relationship between the teacher of the student who is deaf or hard of hearing and the educational interpreter is an important one. **Both are professionals working as part of a team to ensure the most appropriate education for the student.** They must draw upon their expertise in order to provide in-service training for staff and hearing students, as well as instructional strategies and delivery systems for students who are deaf or hard of hearing.

Educational interpreters, like other members of a student's education team, may be assigned additional duties, but an interpreter should not accept duties for which they are not qualified. Interpreters need to recognize the physical demand of interpreting and schedule some down time between assignments.

Educational Support

Educational support might be included as an educational interpreter's responsibility, but the teacher is charged with the main responsibility for teaching and assessing student progress. Educational interpreters **do not provide primary instruction;** however, they should be available to interpret tutoring sessions between teachers and students and to reinforce curriculum-based vocabulary.

Educational interpreters should not accept management of the classroom as a primary responsibility. The educational interpreter should not assume duties for which they are qualified such as teaching a sign language class.

Activities that maximize the interpreter's effectiveness during non-interpreting periods of time might include:

• planning and preparing for the interpreting task

• presenting in-service training about educational interpreting

• working with teachers to develop ways of increasing interaction between deaf students and their peers

• if qualified, tutoring the student who is deaf or hard of hearing

• if qualified, teaching sign language to other school staff and to pupils who are not deaf

Activities that tend to reduce the interpreter's effectiveness may include:

• copying and filing

• playground supervision

• bus attendant duty

• lunchroom duty

• monitoring study hall

SUBSTITUTE FOLDERS

Educational interpreters are encouraged to develop a substitute folder to be kept on file in the school office in case of absences. The folder should contain the following information:

- **Daily Schedule**
- **Beginning and ending times**
- **Class periods or times (where applicable)**
- **Lunch and break times**
- **Subjects**
- **Additional Information**
- **Teacher's name(s) and name sign(s)**
- **Student's name(s) and name sign(s)**
- **The name(s) and name sign(s) of other interpreters in the building**
- **School Layout or Map**
- **Classroom(s)**
- **Office and teachers' lounge**
- **Restrooms**
- **Special Considerations and Accommodations**
- **Idaho Guidelines for Educational Interpreters (or access to it)**
- **Current Handouts and Assignments**

OTHER INTERPRETING ENVIRONMENTS

The interpreter may interpret in a variety of settings. Special education students like regular education students may participate in a variety of programs both within the regular school day and after school.

In addition to the classroom, other settings where the educational interpreter might provide services include but are not limited to the following:

• instructional activities

• field trips

• club meetings

• assemblies

• athletic competitions
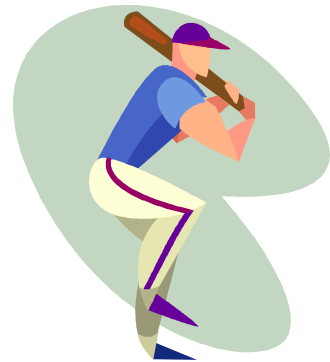
The school district is responsible for providing interpreting services for students who are deaf or hard of hearing who participate in school sponsored extracurricular and other nonacademic activities. These responsibilities should be distinguished from extra duties as assigned. Out-of-class activities are those in which the educational interpreter is involved primarily to interpret for the student who is deaf or hard of hearing and facilitate communication between students outside the classroom―at assemblies, field trips, meetings involving disciplinary issues, parents or IEP conferences, and meetings with school personnel.

Interpreting assignments involving time beyond the regular working hours will be compensated in some form per local policy (e.g., stipend, compensatory time off, or overtime pay).

USE OF INTERPRETERS DURING TESTING

The Idaho Department of Education has placed increased emphasis on measurement, assessment, and validation of learner performance. Measurements may include:

- curriculum-based evaluation
- proficiency testing
- other forms of evaluation

Students who are deaf or hard of hearing are to be included in all general statewide or district wide assessments. The IEP team will determine how the student will participate in statewide and district wide assessments – with accommodations, without accommodations, with adaptations, or in the alternate assessment.

The IEP must document the specific tests to be taken and all accommodations, such as interpreting that will be provided to the student. Please note that accommodations shall not change the content or structure of the test, shall not change what the test is intended to measure, and shall not change or enhance the student's response.

Interpretation is a valid accommodation for some students taking proficiency tests. State Department of Education regulations define that the IEP team makes the determination regarding whether the student takes state or district tests with or without accommodations or if they take an alternate assessment. The IEP team, which includes the educational interpreter, makes the recommendation regarding accommodations to be provided.

Accommodations can include:

- Allowing extra time if all test items are interpreted.

- Having the test administered in a different room if the interpretation is likely to be distracting to other students.

- Have the interpreter serve as the proctor and be aware of all the requirements for test administration, such as procedures for restroom use, ensuring that maps and flags are not visible, and any other conditions.

Effective interpretation requires the interpreter to be familiar with the material being interpreted. For this reason, an interpreter may want to look over the proficiency test ahead of time. While the local test administrator may permit this type of review, he or she may require the interpreter to preview the test material in a secure office. Test materials should always be locked up when not in use. To avoid the appearance of conflict, an individual who is the parent or guardian of a child who is taking a proficiency test should not interpret that test.

INTERPRETER PREPARATION TIME

The work schedule of the educational interpreter should include preparation time. Preparation time is needed during the school day for meeting with instructors and team members; reviewing all pertinent instructional materials such as course and/or lecture outlines, class notes, required readings, and tests or quizzes; and previewing films, videotapes, and other media to be interpreted. Interpreters need access to all of these materials and to a workspace.

PHYSICAL SETTING IN THE CLASSROOM

The general education teacher should assign seats for students who use the interpreter where they will have <u>an unobstructed view of the teacher and the interpreter</u>. The following suggestions for arranging the physical setting of the classroom are adapted from the *Kansas State Board of Education*, 1995**:**

Closeness to the Teacher - The interpreter should be positioned close to the teacher when possible to enable the student to see the teacher and the interpreter clearly.

Move with the Teacher - If the teacher moves to another part of the room to lecture, the interpreter should follow, making sure that the student can see the teacher and the interpreter clearly.

Allow time to look at visual aids - The Interpreter must recognize that it is not possible for the student to look at visual aids and the interpreter simultaneously and make adjustments accordingly.

Allow time for note taking - The interpreter must recognize that it is not possible for the student who is deaf or hard of hearing to receive information visually and write at the same time and should assist the teacher in making adjustments.

Lighting - The interpreter will be responsible for making sure there is sufficient lighting to ensure visibility of interpreting during lectures and films.

Interpreting videos or movies - The interpreter should be placed in the best position for viewing by the student while interpreting movies, TV, and overhead projections, taking care not to have his or her back to any lighting or windows that produce glare.

Interpreting at assemblies or other meetings - When interpreting during an assembly program, the student should be able to see the interpreter and the event.

RELATIONSHIP BETWEEN THE EDUCATIONAL INTERPRETER AND THE STUDENT WHO IS DEAF OR HARD OF HEARING

Students who are deaf or hard of hearing and their interpreters often establish a close relationship because they are together every day in many different situations. An overly dependent relationship may develop when a student begins to rely on the interpreter for the emotional support and understanding that might better be provided by that student's peers. When this occurs, the interpreter should ask for guidance from the school counselors and other staff members to develop strategies for enhancing student independence and self-confidence.

The role of the interpreter, unless otherwise noted, is to provide communication support for the student.

Interpreters should not be involved in activities such as page turning or answering the deaf student's questions directly. Rather, the interpreter should refer the student's questions to the teacher.

Younger elementary school students will need a higher degree of support from interpreters than will older students. Students, especially in the elementary grades, do not necessarily know how to use the interpreter effectively. They must learn the proper use of all support services, including the educational interpreter . As the students learn to be good consumers of support services, the responsibilities of the educational interpreter shift over time. (See Appendix E for a Plan to Develop the Ability to use a Sign Language Interpreter.)

The teacher of the student who is deaf or hard of hearing, educational interpreter's, or members of the student's educational support team work with the student in understanding the interpreter's role.

Such learning is an ongoing process that increases as the student matures and interpreting situations become more involved (e.g., in a laboratory, driver education situations). They should exit the public school with an understanding of the role of the educational interpreter at the elementary, secondary, and post-secondary level. When the student has concerns regarding the support services provided, including interpreting, it is important that he or she be able to advocate for appropriate services.

Interpreters can provide essential information to the teacher of the deaf or hard of hearing because they are physically present with the student throughout the school day.

For example, Interpreters can provide information about the student's use of language skills, strengths, and weaknesses. At the secondary level, the interpreter should encourage students to play a greater role in communicating their own needs.

Contact between the educational interpreter and the teacher of the deaf or hard of hearing is critical to the student's success in the regular education environment; therefore, time should be scheduled during the school day for routine consultation (*The University of the State of New York*, 1994).

THE EDUCATIONAL INTERPRETER ROLE IN STUDENT EVALUATIONS

Educational interpreter responsibilities begin with participating in the evaluation and IEP meetings. The remainder of this section will discuss their responsibilities as part of those teams and the various modes of communication.

The evaluation team is comprised of a group of people who are responsible for making decisions regarding evaluation, assessments, and eligibility, as established by the IDEA. This team includes the same membership as the IEP team (although not necessarily the same individuals) and other qualified professionals as appropriate. The educational interpreter is also a member of the team for students who are deaf or hard of hearing, who need to be assessed regarding their need for interpreter services. Based on education, experience, and daily interaction with the student, educational interpreters will be able to share information that would help determine a student's educational needs in the area of functional language and communication skills.

Educational interpreters may also be able to share information as to how well the student utilizes interpreting services and knowledge of any special needs or instruction needed to help the student become a better consumer of interpreting services. Educational interpreters, with appropriate education and training, may be able to assist team members in conducting language and communication assessments.

The IDEA procedural safeguards apply to all activities of the evaluation team.

The IEP team, which is comprised of a group of people who develop the IEP, determine placement, and subsequently review and revise the IEP and placement at least annually, as established by the IDEA. The IEP process is discussed in more detail below.

DEVELOPING THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

IDEA '97 requires that in developing each child's IEP, the IEP team shall consider the communication needs of the child. In the case of a student who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

The child's parents are critical members of the IEP team and will have valuable input in determining the communication needs of the child. The interpreter will also provide critical information regarding the child's opportunities to communicate with peers, how the child understands others, and the child's understanding of subject material.

As the interpreter for the child (i.e., the person responsible for interpreting subject matter for the child), and as a provider of special education services for the child, the interpreter **must be part of the IEP team**. If an IEP team member needs interpreting services, a different interpreter should be provided so that the student's interpreter can participate in the meeting without a role conflict.

The educational interpreter serves an important role on the IEP team with regard to language and communication:

- Educational interpreters should participate in the development of goals and objectives related to communication and interpreting services.

- Educational interpreters require access to information and student files regarding special instructional needs in order to effectively provide interpreting services that match the student's communication and cognitive abilities.

- Educational interpreters assist in implementing goals on the IEP by focusing on communication, language, and interpreting services.

PROFESSIONAL DEVELOPMENT

Continued professional development is a necessary part of growth for educational interpreters, teachers, administrators, and other employees.

Options

Professional development can be provided in a variety of ways through one or a combination of the following:

- Interpreter training programs
- In-service training
- Workshops and conferences – Idaho State University, Idaho RID, College of Southern Idaho (Sign Language Studies only at CSI)
- Continuation of professional development options
- Independent study and action research
- College courses
- Content area updates
- Collaboration and team building
- Activities that improve technology skills
- School program committees related to issues in the area of deafness or hard of hearing

Activities

Additional professional development activities may include:

- Training for interpreter certification (RID, Inc./NAD)
- Development of skills to assume non-interpreting responsibilities (e.g., tutoring, sign language instruction, supervision of interpreters)
- Training for interpreting at various educational and development levels with special populations (e.g., students with hearing and visual impairments)
- Training for interpreting in various language modes (e.g., oral interpreting, sign to voice, ASL, forms of Manually Coded English, cued speech, and deaf-blind interpreting)

Activities that result in a greater understanding of the academic and social development of students who are deaf or hard of hearing:

- Development of skills for communicating and collaborating with parents and/or general and special educators
- Improvement of skills in academic areas to broaden knowledge in subject areas being interpreted
- Broadening knowledge of deaf culture
- Understanding the roles of an educational interpreter as a member of the school and IEP team
- Development of basic knowledge in the education of students who are deaf or hard of hearing and foundations of education
- Involvement in professional interpreter organizations and conferences
- Mentoring.

Resources

A variety of useful resource materials focusing on retention and refinement of interpreting skills are available for training purposes. See *Appendix A* for additional information on resources in the area of educational interpreting.

CONFIDENTIALITY

As communication facilitators participating in all aspects of a student's school day, educational interpreters have more access to information about the student than other educational professionals. Decisions as to what should and should not be disclosed may be unclear to the interpreter unless he or she has a clear understanding of district policies and the type of information school personnel are legally obligated to report.

Interpreter confidentiality should not supersede the responsibility of all school employees to report information gained during school-related activities if that information leads the employee to believe that the health, safety, or welfare of students, staff, or property may be jeopardized.

When interpreting for adults in the community interpreters follow the RID Code of Ethics (See Appendix G). Interpreters working with children are in a different situation. Educational interpreters work with children. They participate as a member of an educational team and have requirements and restrictions based on federal laws. As a result, these professional codes of ethics could result in conflict due the responsibilities inherent in the

education setting. To respond to these concerns, some state organizations have developed specific codes of ethics for educational interpreting. Idaho has received permission to use the Suggested Educational Interpreter Code of Ethics from the Ohio Department of Education. Below are those expected practices of educational interpreters with accompanying guidelines.

Suggested Educational Interpreter Code of Ethics (Ohio Department of Education)

- Confidentiality

    Educational interpreters/transliterators will discuss assignment-related information only with other members of the educational team who are directly responsible for the educational programs of children who are deaf or hard of hearing for which interpreters interpret or transliterate.

    > *Guidelines: Interpreters/transliterators at the elementary and secondary levels function as support service providers on the educational team, collaborating with the teachers who are responsible for the children's educational programs. Interpreters/transliterators should discuss the children's communicative functioning in the interpreting situation on a regular basis with the classroom teacher and/or designated administrator.*

- Accurate Interpretation

    Educational interpreters/transliterators shall render the message faithfully, always conveying the content and spirit of the speaker, using the mode of communication stated on the IEP.

    > *Guidelines: It is the interpreters'/transliterators' responsibility to transmit the message as it was intended. Short clarifications of presented material may be done throughout the presentation, but if extensive explanation is required, this should be done at a later time by interpreters/transliterators or the classroom teacher.*

- Assisting the Student

    Under the supervision of the classroom teacher, educational interpreters/ transliterators may work with individual students who are deaf or hard of hearing and assist them to better comprehend the presented material. Interpreters should direct students to an appropriate person for the advice they seek.

*Guidelines: Interpreters are to interpret the message faithfully during the actual interpreted sessions, but they may work individually with students to reinforce concepts taught **after** the interpreting sessions have been completed. The classroom teacher will direct the interpreters'/transliterators' activities and provide all materials needed for individual work. Interpreters will not be required to devise materials or activities for students who are deaf or hard of hearing without input from the classroom teacher.*

- Appropriate Behavior and Appearance

Educational interpreters/ transliterators will function in a manner appropriate to the situation.

Guidelines: In the educational setting, it is vital that interpreters/ transliterators conduct themselves in a professional manner and dress in a way that is reflective of the other professionals working in the school. Interpreters/transliterators will display professional conduct and wear clothing befitting the interpreting situation, in contrast to skin tones, and not distracting to the conveyance of the signed message. The interpreters'/ transliterators' personal conduct will demonstrate their willingness to be part of the educational team, and they will display behavior that is cooperative and supportive in spirit.

- Legal Responsibility

Educational interpreters/transliterators shall accept the same responsibilities and authority as other members of the educational staff. They will abide by and enforce federal, state, school district, and individual school laws and rules.

Guidelines: As school district employees, interpreters must assume responsibility for knowing and enforcing government and school laws. As working members of the educational team, interpreters/transliterators are not exempt from the codes and policies established by the educational agency. Participation as educational team members requires that interpreters/transliterators help enforce these rules and report to the appropriate authority infringements of laws, rules, and codes.

REFERENCES

Gallaudet University; Laurent Clerc National Deaf Education Center; 800 Florida Avenue; Washington, DC 2002

Individuals with Disabilities Education Act Amendments of 1997, Public Law. No. 105-17, III STAT. (1997)

Idaho State Department of Education; 650 West State Street; PO Box 83720; Boise, ID 83720-0027: Author (2004)

Kansas State Board of Education. (1995). Kansas Guidelines for Educational Interpreters. Topeka, KS: Author

Ohio Department of Education. (2000) Ohio Guidelines for Educational Interpreters. Columbus, OH: Author

Registry of Interpreters for the Deaf, Inc. (1972). Code of Ethics. Alexandria, VA: RID Publications.

Schick, Brenda and Williams, Kevin. (1997) Educational Interpreter Performance Assessment

APPENDICES A-J

APPENDIX A – Resources on Educational Interpreting

<u>**AREA INTERPRETER/SIGN LANGUAGE TRAINING PROGRAMS AND CONSULTANTS**</u>

Idaho State University
921 South Eighth Avenue
Pocatello, Idaho 83209
208-282-3287
Web Site: http://www.isu.edu/departments/spchpath/
College of Health Professions
        Department of Communication Sciences, and
        Disorders and Education of the Deaf (formerly called Audiology and Speech Pathology)

College of Southern Idaho (Sign Language Studies only)
315 Falls Avenue (physical location)
PO Box 1238 (mailing address)
Twin Falls, Idaho 83303-1238
208-733-9554
1-800-6800-CSI (Idaho & Nevada only toll free calls)
Web Site: http://www.csi.edu
        English and Foreign Languages - Sign Language Studies

MICA Services
Jo Ann Dobecki Shopbell
Nationally Certified Interpreter and Interpreter Trainer
764 Academic Drive
Twin Falls, ID 83301
208-734-0426
208-731-2198 Cell
jdshopbell@prodigy.net

Portland Community College
Sylvania Campus
12000 S.W. 49th Avenue
Communication Technology
Room 219
Portland OR 97280-0990
        Sign Language Interpreter studies
Web Site: http://www.pcc.edu/pcc/pro/progs/itp/default.htm
        Sign Language Interpretation

Salt Lake Community College
4600 South Redwood Road
Salt Lake City, UT 84123
Web Site: http://www.slcc.edu/
        Areas of Study: "A" – American Sign Language/Interpreting

Appendix A Continued

Spokane Falls Community College
3410 West Fort George Wright Drive
MS 3011
Spokane, WA 99224-5288
509-533-3500
Web Site: http://tech.spokanefalls.edu/HumanServices/default.asp
        Human Services Division; Interpreter Training Program

Western Oregon University
345 North Monmouth Avenue
Monmouth, Oregon 97361
503-838-8000 (V/TTY)
877-877-1593 (toll-free)
Web site: http://www.wou.edu
        Division of Special Education

STATE ORGANIZATIONS

Boise Valley Deaf Club
        President: Ginny Kimbro
        Email*: BVDC@boisevalleydeafclub.org

Idaho Association of the Deaf
        President: Jerry Wilding
        Email: jwilding!@hotmail.com

Idaho Council for the Deaf and Hard of Hearing
1720 Westgate Drive
Boise, ID 83704
TTY: 208-334-0803 (800-433-1361 in ID)
V: 208-334-0879 (800-433-1323 in ID)
FAX: 208-334-0828
Web site: http://www.state.id.uscdhh/cdhh1.htm

Idaho School for the Deaf and the Blind
1450 Main Street
Gooding, ID 83330-1889
TTY/V: 208-934-4457
FAX: 208-934-8352
Web site: http://www.isdb.state.id.us

Idaho Registry of Interpreters for the Deaf
Idaho RID
PMB 220
5120 West Overland Road
Boise, ID 83705-2680
Website: http://www.idahorid.org

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Idaho State Department of Education

Bureau of Special Population Services
PO Box 83720
Boise, ID 83720-0027
V: 208-332-6910
FAX: 208-334-4664
Web site: http://www.sde.state.id.us/specialed/

Division of Vocational Rehabilitation

650 West State Street, Room 150
Boise, ID 83720-0096
V: 208-334-3390
FAX: 208-334-5305
Web site: http://www.state.id.us/idvr/idvrhome.htm

Idaho State Resources
http://www.nichy.org/statesne/id.htm

NATIONAL ORGANIZATIONS

Registry of Interpreters for the Deaf, Inc.
333 Commerce Street
Alexandria, VA 22314
703-838-0030
TTY: 703-838-0459   FAX: 703-0454
Web site: www.rid.org

National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910-4500
(301) 587-1788 TTY: (301) 587-1789
FAX: (301) 587-1791
Web site: www.nad.ord

National Cued Speech Association
304 East Jones Street, PO Box 31345
Raleigh, NC 27622
V/TTY: (919) 828-1218   FAX: (919) 828-1862
Web site: http://web7.mit.edu/CuedSpeech/ncsainfo.html

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The SEE Center for Advancement of Deaf Children
PO Box 1181
Los Alamitos, CA 90720
V/TTY: (310) 430-1467   FAX: (310) 795-6614
Web site: http://www.seecenter.org

CATALOGS, PUBLISHERS, BOOKSTORES, AND DISTRIBUTORS

Alexander Graham Bell Association for the Deaf
3417 Volta Place, NW
Washington, DC 20007-2778
(202) 337-8314   TTY: (202) 337-5221
FAX: (202) 337-8314
Web site: www.agbell.org   Offers information on curriculum books, brochures, monographs, and audiovisuals for parents and professionals. Offers free membership for six months for families of newly identified deaf or hard of hearing babies.

Assistive Communication Center
Technology for Deaf and Hard of hearing
7346 South Alton Way, Suite E
Englewood, CA 80112
Toll free: (800) 859-8331   FAX: (303) 290-0405

Boys Town Press
14100 Crawford Street
Boys Town, NE 68010
Toll free: (800) 282-6657
Web site: www.boystown.org/btpress offers a variety of materials including classical children's books in Sign Language. Also a series of video/workbook packages for parents that can facilitate teaching the family to sign and communicate with deaf infants or toddlers.

Butte Publications, Inc.
PO Box 1328
Hillsboro, OR 97123-1328
Toll free: (800) 330-9791   V/TTY: (503) 648-9791
FAX (503) 693-9526

Campus Connections
Rochester Institute of Technology, Building 15
48 Lomb Memorial Drive
Rochester, NY 14623-5604
(716) 475-7071   FAX (716) 475-6499
Web site: http://www.rit.edu/-290www

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Central Institute for the Deaf
818 South Euclid Avenue
St. Louis, MO 63110
(314) 977-0133
Web site: www.cid.wustl.edu   Offers assessment instruments for birth through twelve years of age:
Grammatical Analysis of Elicited Language, Pre-Sentence Level; Grammatical Analysis of Elicited Language,
Sentence Level; Grammatical Analysis of Elicited Language, Complex Sentence Structure; Teacher Assessment of
Grammatical Structure; and Scales of Early Communication Skills.

Dawn Sign Press
6130 Nancy Ridge Drive
San Diego, CA 92121-3223
Toll free: (800) 549-5350   V/TTY: (858) 625-0600
FAX: (858) 625-2336
Web site: http://www.dawnsign.com   Offers materials for parents, teachers, and interpreters. Includes
listings on cochlear implants, deaf culture, sign language, finger –spelling, and professional resources.

Gallaudet University Press
800 Florida Avenue, NE
Washington, DC 20002
V/TTY: (202) 651-5488   FAX: (202) 651-5489
Web site: http://gupress.gallaudet.edu   Offers a wide variety of materials and books for parents, educators,
and medical personnel on topics such as deaf culture, multi-handicapped, sign language, deaf/blind, and workshop
proceedings. Audiovisual materials such as films, videocassette, and audiocassettes are available for rental or
purchase. Selected materials are also available in Spanish. Discounts are available on a few items for schools,
libraries, and educational facilities.

Harris Communications, Inc.
15159 Technology Drive
Eden Prairie, MN 55344
Toll free: (800) 825-9187   TTY: (800) 825-6758
FAX: (952) 906-1099
Web site: http://www.harriscomm.com

Hear-More, Inc.
42 Executive Boulevard
Farmingdale, NY 11735
Toll free: (800) 881-4327   FAX: (631) 752-0689
E-mail: sales@hearmore.com
Web site: http://www.hearmore.com

John Tracy Clinic
806 West Adams Boulevard
Los Angeles, CA 90007
(213) 748-5481
Toll free: 800-748-5481

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John Tracy Clinic continued
Web site: www.johntracyclinic.org offers special materials for parents as well as educators. Parents may enroll in a free correspondence course. In addition, 16mm films and audiotapes are available on loan or for a nominal fee. Also, offers Academy for Professional Studies via Distance Learning in Deaf Education.

Look Hear
ADCO Hearing Products, Inc.
5661 South Curtice Street
Littleton, CO 81020
Toll free: (800) 726-0851   V/TTY: (303) 794-3928 FAX: (303) 794-3704
Web site: http://www.adcohearing.com

Modern Signs Press, Inc. (SEE Center)
PO Box 1181
Los Alamitos, CA 90720
Toll free: (800) 572-7332   FAX: (562) 795-6614
Web site: http://www.seecenter.ord   offers sign language materials for use with the deaf or hard of hearing and the hearing language delayed. Special items include videotapes and Spanish editions of selected books. Discounts available for quantity.

NAD Publications
814 Thayer Avenue
Silver Spring, MD 20910-4500
(301) 587-6282

National Information Center on Deafness
Gallaudet University
800 Florida Avenue
Washington, DC 20002-3695
(202) 651-5051

Potomac Technology, Inc.
One Church Street, Suite 101
Rockville, MD 20850-4158
Toll free: (800) 433-2838   TTY: (301) 762-0851
FAX: (301) 762-1892
Web site: http://www.potomactech.com

R&R Publishers
PO Box 5897
Twin Falls, ID 83303-5897

RID Publications
8630 Fenton Street, Suite 324
Silver Spring, MD 20910
V/TTY: (301) 608-0050   FAX (301) 608-0508

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See-Sign Productions
The Seville at Pelican Marsh
1835 Seville Boulevard #172
Naples, FL 34109
(941) 598-3067   FAX: (941) 434-9479

Sign Enhancers, Inc.
10568 SE Washington Street
Portland, OR 97216
Toll free: (800) 767-4461   V/TTY: (503) 257-4777
FAX: (503) 236-3262
Web site: http://www.signenhancers.com

Sign Media, Inc.
4020 Blackburn Lane
Burtonsville, MD 20866
Toll free: (800) 475-4756   FAX (301) 421-0270
Web site: http://www.signmedia.com

soundbytes.com
11 East 44th Street
New York, NY 10017
Toll free: (800) 667-1777
Website: http://www.soundbytes.com

TJ Publishers
817 Silver Springs Avenue, Suite 206
Silver Spring, MD 20910-4617
Toll free: (800) 999-1168   FAX: (301) 585-5930

<u>WEB SITES</u>
Schools and Universities
Gallaudet University
http://www.2.galaudet.edu
Information on admissions, courses offered, conferences, research, faculty, staff and students, news, and sports.

Kent State University
http://www.Kent.edu

National Technical Institute for the Deaf
http://www.rit.edu/NTID
Information on admissions, courses and options, staff, publications, research, and electronic publications.

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<u>**ORGANIZATIONS**</u>

American Society for Deaf Children

http://deafchildren.org

ASDC is an organization of parents and families that advocates for children who are deaf and hard of hearing.

National Information Center on Deafness (NICD) at Gallaudet University

http://www.arcat.com/arcatos/co508/arc08530.cfm   *This is a centralized source of up-to-date, accurate, objective information on deafness and hearing loss. This web site includes a publications catalog, on-line documents, a list of statewide services, and lists of organizations of and for the deaf and hard of hearing.*

National Multicultural Interpreter Project

http://www.epcc/edu/Community/NMIP/Welcome.html

Self Help for Hard of Hearing People, Inc. SHHH

http://www.hearlingloss.org

<u>**BOOKS, MAGAZINES, AND NEWS**</u>

American Annals of the Deaf

http://www.gallaudet.edu/~pcnmpaad/index.html

A professional journal dedicated to quality in education and related services for children and adults who are deaf or hard of hearing.

Best Practices in Educational Interpreting

Brenda Chaffin Seal, June 1997; Publisher: Allyn & Bacon

Offers state-of-the-art-and-science information for interpreters in primary through higher education settings. This text is a comprehensive, developmentally organized overview of the process of interpreting in educational settings.

Deaf Life

http://deaflife.com

This is the web page for the Deaf Life *magazine. Readers can obtain subscription and advertising information, an on-line catalog of* Deaf Life *Press books, and ordering information. Visit the* Deaf View *web page to share your opinion of* Deaf Life's *current question/topic of the month.*

HiPMag Online

http://www.hipmag.ord *This is the web page for the* HiP Magazine *for children who are deaf and hard of hearing between the ages of 8 and 14 years. This web site includes* a Story Time *page for articles written by children who are deaf. Other points of interest are* The Question Kid, Art Gallery, News Articles*, and the* Parents and Teachers *page with links to other various web sites of interest. You may also obtain subscription information for the printed issues of this magazine. (This is a great site for your student to start learning about the Internet.)*

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<u>**CAPTIONING**</u>
Closed Captioning Web
http://www.captions.org
This web site is loaded with information on closed captioning. Get information about closed captioning services, software, hardware, and laws and legislation. This is a good site to visit to stay on top of what's happening in the closed captioning arena.

Captioned Media Program
http://www.cfv.org/
An organization administered by NAD and funded by the U.S. Department of Education to provide free-loan films and videos. These films and videos are open-captioned on a variety of educational topics. You may submit an application from this web site and receive a printed catalog in the mail. **Editor's note:** *For those who are not on-line, the ISDB library aide handles the captioned films program and can give you additional information and a catalog.*
Idaho Registry: www.isdb.state.id.us/Captioned_media.htm
Email: robinswanson@isdb.idaho.gov

<u>**RESOURCES AND INFORMATION SITES**</u>
Deaf World Web
http://dww.deafworldweb.org/
A multi-purpose web site providing deaf-related information from around the world including deaf world news, a sign language dictionary, encyclopedia, discussion, and Deaf Art Bytes *(drawings, cartoons, computer graphics by artists who are deaf).*

Deaf Business Center
http://www.deafbiz.com
This web site includes pages listing deaf-owned businesses and services, deaf network marketing companies, and many deaf resources.

Deaf Resource Library
http://www.deaflibrary.ord

The Interpreters' Network
http://www.terpsnet.com

Legislation
http://www.accessidaho.org/index/html
From this web site you can access Idaho Code *and* Idaho Administrative Rules*.*

The Post-Secondary Education Programs Network
http://www.pepnet.org

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DEAF-BLIND

Deaf-Blind Link (American Association of the Deaf Blind)
http://www.tr.wosc.osshe.edu/dblink/aadb.htm
Deaf-Blind Link is the national clearinghouse for information related to deaf-blindness. This organization provides free information and referral services.

Great Lakes Area Regional Center for Deaf-Blind Education
http://www.ssco.org/deafblind/dblinks.html
GLARCDBE is a federally funded program providing technical assistance, training, and information dissemination. GLARCDBE serves children (birth to 21 years), families, and service providers.

Helen Keller Services for the Blind
http://www.helenkeller.org

University of Idaho
College of Education
Robin Greenfield, Ph.D, Associate UCEDD Director
129 West Third
Moscow, ID 83843
208-885-3559
TTY: 800-432-8324; FAX 2087-885-3628
Web site: http://www.idahocdhd.org

IDAHO EDUCATIONAL INTERPRETER STANDARDS AND PERFORMANCE RUBRIC

Educational Interpreter* Standards

Principle 1: Knowledge of Subject Matter

The interpreter understands a broad spectrum of knowledge in the humanities, the sciences, and the arts.

Knowledge

1. The interpreter understands the philosophies and techniques in educating students who are deaf/HOH, special legislation, regulations, and practices affecting the education of deaf persons of all ages.
2. The interpreter is proficient in English, i.e., vocabulary, spelling, grammar, reading, writing, and literature.
3. The interpreter understands the content in major curriculum areas from Pre-K through 12th grade.
4. The interpreter understands policies and procedures relevant to roles and responsibilities of interpreters in Pre-K through 12th grade.
5. The interpreter is knowledgeable of techniques and materials for sign language instruction.

Dispositions

1. The interpreter values and respects the historical and current philosophical framework of education.
2. The interpreter is sensitive to the values and ethics appropriate to the educational setting.

Performances

1. The interpreter presents subject content interpreted accurately to students who are deaf/HOH.
2. The interpreter demonstrates the academic skills necessary to perform the assignment.

Throughout the document when the term interpreter is used it applies to interpreters or transliterators who facilitate communication through the use of a variety of communication systems including but not limited to American Sign Language, Manually Coded English, Pidgin Signed English, Cued Speech, Oral, Speech, and Speech-reading.

Principle 2: Knowledge of Human Development and Learning

The interpreter has a basic knowledge of how students learn and develop.

Knowledge

1. The interpreter understands how etiology, age of onset, type of intervention and degree of hearing loss impact a student's language development and ability to learn.
2. The interpreter understands that being deaf or hard of hearing does not necessarily preclude normal academic, cognitive, or language development.
3. The interpreter has a basic awareness of which materials and activities are appropriate by age, learning style, and developmental level.
4. The interpreter understands the importance of how learning occurs and that language development and literacy are essential for students who are a deaf/HOH.
5. The interpreter understands that using teaching/learning/communication strategies that enhance student independence in academics and communication are essential.
6. The interpreter has a basic knowledge of the psychological and social factors of bilingual cultures.
7. The interpreter has a working knowledge of English and American Sign Language (ASL).

Dispositions

1. The interpreter respects the diverse talents of students who are deaf/HOH.
2. The interpreter values the individual variation in regard to etiology, age of onset, age and type of intervention, and degree of hearing loss.
3. The interpreter values maintaining a high level of expectation that challenges the individual student.
4. The interpreter believes that all students can learn.
5. The interpreter believes that he/she can make a difference.
6. The interpreter is sensitive to the developmental and educational differences between students who are deaf and those who are hard of hearing.

Performances

1. The interpreter uses developmental and age-appropriate strategies, communication techniques, and materials as directed by the teacher.
2. The interpreter promotes an understanding of the individual differences in growth and development of students who are deaf/HOH.

Principle 3: Adapting Communication for Individual Needs

The interpreter understands that students who are deaf/HOH have various levels of language competencies and adapts all communications to meet the students' diverse needs.

Knowledge

1. The interpreter understands the implication of type and the age of onset of hearing loss and cultural background on communication.
2. The interpreter knows the developmental levels of language and the process of language acquisition including second language acquisition.
3. The interpreter knows how to monitor communication comprehension.
4. The interpreter knows the vernacular expressions (English and sign) commonly used among students in their particular educational settings.
5. The interpreter knows the majority of communications systems used by students who are deaf/HOH and is willing to learn others as needed, including but not limited to: American Sign Language, Manually Coded English, Pidgin Sign English, Cued Speech, Oral, Speech, Speech-reading, and other communication devices/techniques that are used with students with additional disabilities.
6. The interpreter knows the technical communication aids that are available.

Dispositions

1. The interpreter values the communication needs of all students who are deaf/HOH including those who have multiple disabilities.
2. The interpreter values the choice of the parents and the student regarding mode of communication to be used.
3. The interpreter respects team choices regarding modes of communication.

Performances

1. The interpreter identifies levels of language and literacy development and adapts the communication as needed.
2. The interpreter uses the agreed upon communication system designed in the Individualized Education Plan.
3. The interpreter provides clarification as needed to allow for communication comprehension.

Principle 4: Multiple Communication Strategies

The interpreter understands and uses a variety of communication strategies and techniques to enhance student comprehension; allow for critical thinking, problem solving and performance skills; and to foster inquiry, collaboration and supportive interaction in and beyond the classroom.

Knowledge

1. The interpreter knows how to access resources and materials relevant to communication choices (e.g. Pidgin Sign English, American Sign Language, Cued Speech, hearing aids, assistive equipment).
2. The interpreter understands the importance of collaborating with the teacher to acquire necessary materials/tools for the enhancement of the student's interaction and inclusion.
3. The interpreter knows how to enhance comprehension and learning through the use of visual tools (e.g. mime, computer technology, graphics, drawings, pictures, manipulatives, examples, photographs, gesticulation, etc.).
4. The interpreter understands that he or she is essential to bridging communicatively students who are deaf or hard of hearing with normal hearing classmates and school personnel who do not sign.

Dispositions

1. The interpreter values networking with others involved in developing communication strategies for students who are deaf/HOH.
2. The interpreter believes that a variety of communication strategies may be necessary to meet individual needs.
3. The interpreter values flexibility and resourcefulness in supporting the teacher in adapting and modifying communication strategies to address student needs.
4. The interpreter respects deaf and hearing cultures.
5. The interpreter values his/her role as a language model of English and ASL for the student who is deaf/HOH.

Performances

1. The interpreter procures/develops and implements necessary communication strategies to best ensure successful learning.
2. The interpreter suggests resources and materials that promote effective instructional communication (e.g. closed caption, visual materials, role-playing). The interpreter can ask for an IEP meeting if there is a concern about whether or not the needs of the student are being met.
3. The interpreter suggests the use of support personnel (i.e. note taker) and assistive technology to the teacher if deemed in the best interest of the student.
4. The interpreter effectively communicates with team members.
5. The interpreter demonstrates sensitivity to cultural and other differences in communication methods between individuals who are hearing, deaf, or hard of hearing.
6. The interpreter monitors student comprehension in class while using the communication method designated by the IEP.
7. The interpreter demonstrates at least minimum proficiency in a national or state sign language proficiency assessment program.

8. The interpreter demonstrates knowledge of the linguistic, syntactical, and grammatical rules of English and ASL.
9. The interpreter demonstrates expressive and receptive communication bilingually in either English or ASL.
10. The interpreter is able to communicate effectively, fluently, and conceptually accurately using necessary specialized vocabulary for the appropriate setting as needed such as, but not limited to, group and individual activities, seatwork, reading aloud, field trips, and athletic participation.

Principle 5: Preparation for Instruction

The interpreter prepares interpretation of the teacher designed instructional plans based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The interpreter understands that interpretation and instruction is more effective when it is designed around student strengths, interests and abilities.
2. The interpreter understands that curriculum and instructional plan design are based upon learning theory and child and adolescent development.
3. The interpreter understands that some instructional plans may have to be modified because of the needs of the student.

Dispositions

1. The interpreter believes that the plans must be open to adjustment and revision based on student input, student needs, and changing circumstances directed by the teacher.
2. The interpreter values planning as a collegial and collaborative effort.
3. The interpreter values both long and short term planning.

Performances

1. The interpreter follows teacher written and verbal plans and seeks clarification as needed.
2. The interpreter articulates problems to the teacher if the plans do not appear to meet the differing needs of the student who is deaf/HOH.

Principle 6: Professional Commitment and Responsibility

The interpreter engages in continuing professional development and demonstrates a commitment to professional standards.

Knowledge
1. The interpreter knows where to find and how to access professional resources on educational interpreting.
2. The interpreter understands the need for professional development beyond the classroom.
3. The interpreter knows the relevant professional organizations.
4. The interpreter understands the dynamics of change and recognizes that the field of educational interpreting is not static.

Dispositions
1. The interpreter values professional development.
2. The interpreter values working with other professionals.
3. The interpreter values seeking, developing, and continually refining educational interpreting strategies.

Performances
1. The interpreter asks, and receives, feedback from the student and the teacher.
2. The interpreter participates in meaningful professional development opportunities.
3. The interpreter participates in self-evaluation as a means of improving performance.
4. The interpreter consults with colleagues and seeks other resources to support development as an educational interpreter.
5. The interpreter seeks continuing educational opportunities to improve knowledge, understanding, and skills related to being a bilingually and biculturally aware person.
6. The interpreter constantly evaluates the effectiveness of his/her work, repairing or restructuring what is attributed to interpreter error or non-productive interpretation.

Principle 7: Classroom Motivation and Management Skills

In partnership with the classroom teacher and teacher of the deaf, the interpreter contributes to creating and reinforcing a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The interpreter understands the unique social and emotional needs of students who are deaf/HOH and ways to support healthy self-esteem.
2. The interpreter understands cultural factors, communication challenges, and family influences that may impact classroom management of students.
3. The interpreter recognizes the challenges and needs that hearing loss presents for a student and significant others in the educational environment.
4. The interpreter has a basic knowledge, understanding, and awareness of the customs, social rules, interactions, and values of deaf and hearing cultures and is aware of how hearing or the lack of hearing affects those customs.

Dispositions

1. The interpreter is sensitive to student needs.
2. The interpreter values the importance of maintaining a positive attitude in the classroom and school.

Performances

1. The interpreter participates in the design of a physical and auditory classroom environment, which maximizes opportunities for learning via visual and/or auditory modes.
2. The interpreter suggests modifications to the classroom environment on an as-needed basis in consultation with the classroom teacher or other professional.
3. The interpreter prepares students for the appropriate use of interpreters according to age and grade-level as well as in different educational settings.
4. The interpreter maintains appropriate role by referring cases of inappropriate conduct to the appropriate educational personnel.
5. The interpreter does not assume responsibility for classroom management except under extreme circumstances calling for reasonable and appropriate action by an adult.
6. The interpreter establishes and maintains appropriate professional rapport with all students.
7. The interpreter works with school personnel and students to assure acceptance of students who are deaf/HOH.

Principle 8: Assessment of the Communication Component of Student Learning

The interpreter assists in evaluating student learning by providing observations and input on issues related to communication and source/target language or interpretation factors.

Knowledge
1. The interpreter knows the specialized terminology used in the assessment of communication skills of students who are deaf/HOH.
2. The interpreter has knowledge of techniques for assessing communication competencies of deaf children and adults.
3. The interpreter understands the IEP process: the role and responsibility of the multidisciplinary team, the function of the educational interpreter as a member of the team, including development, implementation, and revision of the Individualized Educational Plan.
4. The interpreter has in-depth knowledge and skill in the processes of interpretation and/or transliteration in order to provide feedback.

Disposition
1. The interpreter values the importance of the interpretation process as the primary means of acquiring information across school settings.

Performances
1. The interpreter is assertive in defining or describing his/her skills or competencies in any given communication mode or strategy.
2. The interpreter monitors student comprehension in class while using the communication method designated by the IEP.
3. The interpreter informally assesses deaf/HOH student communication skills in a variety of settings and situations such as group work, one-to-one interpreting, telephone interpreting, interpreting for media-based learning materials, and multiple speakers (Q&A).
4. The interpreter observes and notes effective communication and learning strategies.
5. The interpreter shares techniques for reducing visual and physical fatigue or overload of both student and interpreter.
6. The interpreter assesses instances of miscommunication or lack of comprehension to determine if causal factors are linguistic/language-based or academic/developmental.
7. The interpreter maintains the parameters of ethical role and responsibility as a participant in the educational process and the IEP process.

Principle 9: Partnerships

The interpreter interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The interpreter knows and practices appropriate interpersonal relationships with those with whom there is work-related contact.
2. The interpreter recognizes the importance of incorporating values and ethics appropriate to both educational and community settings.
3. The interpreter understands the roles and responsibilities of teachers and support personnel in educational practice for students.
4. The interpreter knows available resources to help parents deal with concerns regarding educational options and communication modes/philosophies for their children.
5. The interpreter knows when, how, and to whom to make referrals.
6. The interpreter knows how to perform public-speaking tasks.

Dispositions

1. The educational interpreter is positive about his/her role and function as an educational interpreter.
2. The interpreter values his/her profession.
3. The interpreter respects divergent viewpoints and philosophies.
4. The educational interpreter values being a team member.

Performances

1. The interpreter develops balanced relationships within both deaf/HOH and hearing communities by participating with both.
2. The educational interpreter demonstrates communication effectiveness in explaining role and responsibility.
3. The educational interpreter neutrally declines requests that are not appropriate.
4. The interpreter respects family rights of privacy.
5. The interpreter utilizes accepted best practices in following Child, Parent, and School Bill of Rights.
6. The interpreter maintains an updated list of resources, support services, national and local organizations, and consultants.
7. The interpreter makes appropriate referrals and establishes professional boundaries.
8. The educational interpreter is available to make public presentations to increase consumer awareness of deafness, hearing loss, language/educational choices, and appropriate use of an interpreter.
9. The interpreter conducts in-service training opportunities in collaboration with educational staff to maximize effectiveness of the interpreter and to facilitate student learning.

Performance Rubrics
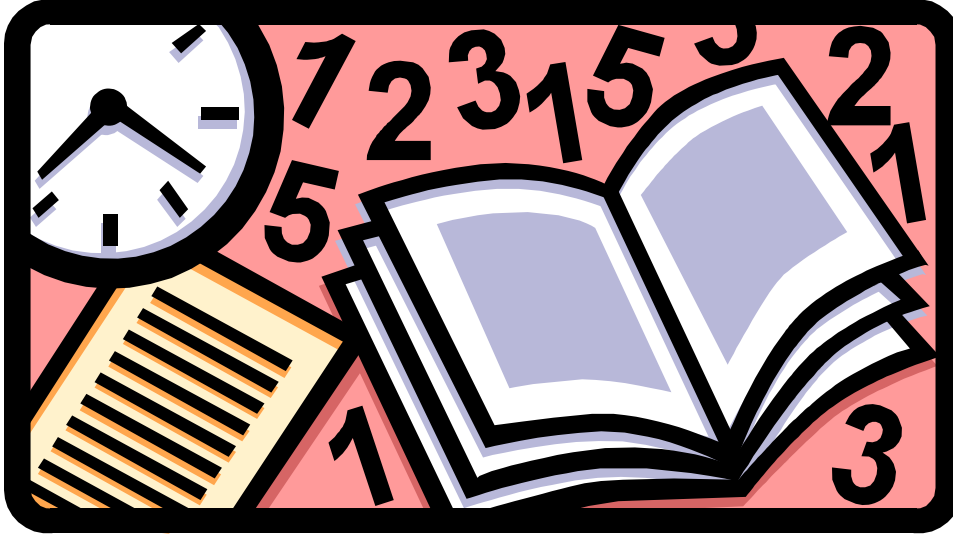
Principle 1: Knowledge of Subject Matter

The interpreter understands a broad spectrum of knowledge in the humanities, the sciences, and the arts.

Performance 1P1 The interpreter presents subject content interpreted accurately to students who are deaf/HOH.

> **The methods of verification include:**
> **A formal assessment of the interpreter's performance, such as the EIPA**
> **Observation and evaluation by a skilled interpreter, and/or**
> **The level of comprehension exhibited by the student.**

☐ Advanced

Consistently presents subject content interpreted accurately using appropriate sign vocabulary and grammatical production even when the subject matter is new.

☐ Intermediate

Frequently presents subject content interpreted accurately, but demonstrates some difficulty with the sign vocabulary or grammatical production for complex topics.

☐ Entry

Satisfactorily presents subject content interpreted accurately, but lacks vocabulary for more technical or complex academic topics and demonstrates a need for repetition.

☐ Needs Improvement

Needs improvement in presenting subject content interpreted accurately to students who are deaf/HOH as demonstrated by a lack of vocabulary and frequent grammatical production errors

Performance 1P2 The interpreter demonstrates the academic skills necessary to perform the assignment.

       The methods of verification include:
       A formal assessment of the interpreter's performance, such as the EIPA
       Observation and evaluation by a skilled interpreter, and/or
       The level of comprehension exhibited by the student.

☐   Advanced
       Consistently demonstrates the academic skills and understanding of the curriculum content, even for new subjects.

☐   Intermediate
       Frequently demonstrates the academic skills for most of the standard curriculum, but has some difficulty with complex topics.

☐   Entry
       Satisfactorily demonstrates the academic skills to perform the assignment with routine subject matter as demonstrated by understanding of some of the curriculum content but lacks skills for more technical or complex academic topics and demonstrates a need for repetition.

☐   Needs Improvement
       Needs improvement in demonstrating the academic skills to perform the assignment as demonstrated by the lack of understanding of the curriculum content for some subject.

Performance Rubrics

Principle 2: Knowledge of Human Development and Learning

The interpreter has a basic knowledge of how students learn and develop.

Performance 2P1 The interpreter uses developmental and age-appropriate strategies, communication techniques, and materials as directed by the teacher.

The methods of verification include:
A formal assessment of the interpreter's performance, such as the EIPA
Observation and evaluation by a skilled interpreter, and/or
The level of comprehension exhibited by the student.

☐ Advanced

Consistently uses developmental and age appropriate strategies, communication techniques, and materials, even for complex subjects.

☐ Intermediate

Frequently uses developmental and age appropriate strategies, communication techniques, and materials, for routine subjects, but has difficulty with some complex subjects.

☐ Entry

Satisfactorily uses developmental and age appropriate strategies, communication techniques, and materials but demonstrates difficulty with new subjects and does not have an in-depth understanding of how deaf students learn and develop.

☐ Needs Improvement

Needs improvement in using developmental and age appropriate strategies, communication techniques, and materials and does not have an adequate understanding of how deaf students learn and develop

Performance 2P2 - The interpreter promotes an understanding of the individual differences in growth and development of students who are deaf/HOH.

> **The methods of verification include:**
> **Observation and evaluation by a skilled interpreter,**
> **Feedback from other members of the team on the use of different approaches, and /or**
> **The student's level of academic development**.

☐ Advanced

> Consistently promotes an understanding of the individual differences in how students who are deaf/HOH learn and develop and recommends different approaches a deaf student might need.

☐ Intermediate

> Frequently promotes an understanding of the individual differences in how students who are deaf/HOH learn and develop and recommends different approaches.

☐ Entry

> Promotes a basic understanding of differences in how students who are deaf/HOH learn and develop but does not recommend changes to facilitate deaf or hard of hearing student's academic development.

☐ Needs Improvement

> Needs improvement in understanding and then promoting the individual differences in how students who are deaf/HOH learn and develop.

Performance Rubrics

Principle 3: Adapting Communication for Individual Needs:

The interpreter understands that students who are deaf/HOH have various levels of language competencies and adapts all communications to meet the students' diverse needs.

4. Performance 3P1 The interpreter identifies levels of language and literacy development and adapts the communication as needed.

The methods of verification include:
A formal assessment of the interpreter's performance, such as the EIPA
Observation and evaluation by a skilled interpreter, and/or
The student's level of understanding and comprehension of the communication.

☐ Advanced
Consistently identifies levels of language and literacy development and adapts the communication as needed to accommodate the student's sign vocabulary or other communication skills.

☐ Intermediate
Frequently identifies levels of language and literacy development and adapts the communication as needed for the student.

☐ Entry
Satisfactorily identifies levels of language and literacy development but has some difficulty adapting the communication as needed for the student.

☐ Needs Improvement
Needs improvement in identifying levels of language and literacy development and adapting the communication as needed for the student.

Performance 3P2 The interpreter uses the agreed upon communication system designed in the IEP.

The methods of verification include:
A formal assessment of the interpreter's performance, such as the EIPA
Observation and evaluation by a skilled interpreter, and/or
The student's level of comprehension.

☐ Advanced

Consistently uses the agreed upon communication system designated in the IEP.

☐ Intermediate

Frequently uses the agreed upon communication system designated in the IEP, but may lack vocabulary for more technical, complex, or academic and use a different system resulting in some unclear communication.

☐ Entry

Satisfactorily uses the agreed upon communication system designated in the IEP but has basic sign vocabulary and these limitations interfere with communication.

☐ Needs Improvement

Needs improvement in the use of the agreed upon communication system designated in the IEP and is only able to communicate very simple ideas using that system.

Performance 3P3 The interpreter knows how to monitor communication comprehension and provides clarification as needed to allow for communication comprehension.

The methods of verification include:
A formal assessment of the interpreter's performance, such as the EIPA
Observation and evaluation by a skilled interpreter, and/or
The student's level of comprehension.

☐ Advanced
Consistently monitors communication comprehension and provides clarification when the need is identified.

☐ Intermediate
Frequently monitors communication comprehension and provides clarification when the need is identified, but may miss some unclear communication.

☐ Entry
Satisfactorily monitors communication comprehension and provides clarification if the need is identified, but does not always identify the need for clarification.

☐ Needs Improvement
Needs improvement in monitoring communication comprehension and identifying the need for clarification.

Performance Rubrics

Principle 4: Multiple Communication Strategies

The interpreter understands and uses a variety of communication strategies and techniques to enhance student comprehension; allow for critical thinking, problem solving and performance skills; and to foster inquiry, collaboration and supportive interaction in and beyond the classroom.

Performance 4P1 The interpreter develops language and communication strategies for the IEP, participates in the IEP process, and suggests resources, support personnel, and assistive technology to promote effective instructional communication.

The methods of verification include:
Feedback from other members of the IEP team.
Observation and evaluation by a skilled interpreter, and/or
The student's critical thinking and problem solving skills

☐　Advanced

Participates in the development of the language and communication strategies for the IEP and consistently uses the strategies to promote effective instructional communication.

☐　Intermediate

Participates in the development of language communication strategies for the IEP and frequently uses the strategies to promote effective instructional communication as documented in the IEP.

☐　Entry

Participates in the IEP process and satisfactorily suggests and uses some of the instructional strategies needed to promote effective instructional communication.

☐　Needs Improvement

Needs improvement in understanding the unique needs of the student and the instructional strategies that can promote effective instructional communication.

Performance 4P2 The interpreter is able to communicate effectively, fluently, and conceptually accurately using necessary specialized vocabulary for the appropriate setting such as, but not limited to, group and individual activities, or fieldtrips.

The methods of verification include:
A formal assessment of the interpreter's performance, such as the EIPA
Observation and evaluation by a skilled interpreter, and/or
The student's level of comprehension and interaction in the classroom.

☐   Advanced
    Consistently communicates effectively, fluently, and conceptually accurately using necessary and well-developed specialized vocabulary for the appropriate setting.

☐   Intermediate
    Frequently communicates effectively, fluently, and conceptually accurately using necessary and well-developed specialized vocabulary for the appropriate setting.

☐   Entry
    Satisfactorily communicates effectively, fluently, and conceptually accurately for the appropriate setting some of the time, but has trouble using necessary specialized vocabulary.

☐   Needs Improvement
    Needs improvement in communicating effectively, fluently, and conceptually accurately for the appropriate setting as needed and does not know the necessary specialized vocabulary.

Performance Rubrics

Principle 5: Preparation for Instruction

The interpreter prepares interpretation of the teacher designed instructional plans based upon knowledge of subject matter, students, the community, and curriculum goals.

Performance 5P1 The interpreter follows teacher written and verbal plans and seeks clarification as needed.

> **The methods of verification include:**
> **Observation and evaluation by a skilled interpreter,**
> **Feedback from the teacher or other members of the team, and/or**
> **The student's level of academic development.**

☐ Advanced

Consistently follows the teachers written and verbal plans and based on the student's strengths and abilities seeks clarification to meet the needs of the student.

☐ Intermediate

Frequently follows the teachers written and verbal plans and based on the student's strengths and abilities usually seeks clarification to meet the needs of the student.

☐ Entry

Satisfactorily follows the teachers written and verbal plans but does not always understand when clarification is needed and thus does not always meet the individual needs of the student.

☐ Needs Improvement

Needs improvement in understanding the student's strengths and abilities, which will enable clarification of the written plans of the teacher.

Performance 5P2 The interpreter articulates problems to the teacher if the plans do not appear to meet the differing needs of the student who is deaf/HOH.

The methods of verification include:
Feedback from the teacher regarding the interpreter's articulation of the problems,
Documentation of recommendations that have been made for modification in instructional plans, and/or
The student's level of academic development.

☐ Advanced

Consistently articulates to the teacher any problems with plans that do not meet the differing needs of the student who is deaf/HOH.

☐ Intermediate

Frequently articulates to the teacher any problems with plans that do not meet the differing needs of the student who is deaf/HOH.

☐ Entry

Satisfactorily articulates to the teacher any problems with plans that do not meet the differing needs of the student who is deaf/HOH.

☐ Needs Improvement

Needs improvement in understanding the students need and how the instructional plan can be modified as demonstrated by the inability to meet the differing needs of the student who is Deaf/HOH

Performance Rubrics

Principle 6: Professional Commitment and Responsibility

The interpreter engages in continuing professional development and demonstrates a commitment to professional standards.

Performance 6P1 The interpreter participates in professional development opportunities to improve performance areas identified through self-evaluation, a performance assessment and input from the student and teacher.

The methods of verification include:
Documentation of the interpreter's participation in classes, workshops or other training,
Improved performance documented through the observation of a skilled interpreter
Improved score on a performance assessment such as the EIPA

☐ Advanced

Consistently evaluates performance using input from student and teacher and consistently participates in professional development.

☐ Intermediate

Frequently evaluates performance using input from student and teacher and frequently participates in professional development opportunities.

☐ Entry

Satisfactorily seeks to evaluate performance but does not always get input from others and only occasionally participates in professional development opportunities.

☐ Needs Improvement

Needs improvement in how to evaluate performance, to identify professional development opportunities, and to participate in classes, workshops or other training.

Performance 6P2 The interpreter consults with colleagues and seeks other resources to support development as an educational interpreter.

The methods of verification include:
Certificates or other written confirmation of participation in classes, workshops, and other training opportunities.
Feedback from a mentoring interpreter,
Improved score on an assessment instrument such as the EIPA.

☐ Advanced

Consistently consults with colleagues, seeks resources for educational interpreters and consistently participates in classes, workshops or other training opportunities available for continued development as an educational interpreter.

☐ Intermediate

Frequently consults with colleagues, seeks resources for educational interpreters, and frequently participates in classes, workshops or other training opportunities available for continued development as an educational interpreter.

☐ Entry

Satisfactorily consults with colleagues but only periodically seeks resources for educational interpreters and only infrequently participates in classes, workshops or other training opportunities to continue development as an educational interpreter.

☐ Needs Improvement

Needs improvement in identifying colleagues with whom to consult and in participating in appropriate classes, workshops or other training to develop skills as an educational interpreter.

Performance Rubrics

Principle 7: Classroom Motivation and Management Skills

In partnership with the classroom teacher and teacher of the deaf, the interpreter contributes to creating and reinforcing a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Performance 7P1 The interpreter participates in the design of the classroom environment and in consultation with the teacher suggests modifications to maximize opportunities for learning.

The methods of verification include:
Feedback from other members of the educational team,
Documented recommendations in the IEP,
Documented changes in the classroom recommended by the interpreter, and/or
The level of participation by the student in the classroom.

☐　Advanced

> Consistently consults with the teacher to create manage, or modify the classroom environment to maximize opportunities for learning and recognizes the challenges and needs that hearing loss presents for a student in the educational environment.

☐　Intermediate

> Frequently consults with the teacher to create manage, or modify the classroom environment to maximize opportunities for learning and recognizes many of the challenges and needs that hearing loss presents for a student in the educational environment.

☐　Entry

> Satisfactorily recognizes some of the challenges and needs that hearing loss presents for a student in the educational environment and provides some limited consultation to the teacher to create manage, or modify the classroom environment to maximize opportunities for learning.

☐　Needs Improvement

> Needs improvement in identifying the challenges and needs that hearing loss presents for a student in the educational environment and thus is unable to provide consultation to the teacher on modifying the classroom environment.

Performance 7P2 The interpreter understands the unique needs of students who are deaf or hard of hearing and maintains appropriate professional rapport with school personnel to create a learning environment that encourages positive social interaction, active engagement in learning and self motivation.

The methods of verification include:
Feedback from other members of the educational team,
Documented recommendations in the IEP,
Documented changes in the classroom recommended by the interpreter, and/or
The level of participation by the student in the classroom

☐ Advanced

Understands the unique social and emotional needs of students who are deaf/HOH and in partnership with the teacher consistently provides a productive learning environment that encourages positive social interaction, active engagement in learning and self motivation

☐ Intermediate

Understands many of the unique social and emotional needs of students who are deaf/HOH and in partnership with the teacher frequently provides a productive learning environment that encourages positive social interaction, active engagement in learning and self motivation

☐ Entry

Understands some of the unique social and emotional needs of students who are deaf/HOH and in partnership with the teacher satisfactorily provides a learning environment that engages students in learning.

☐ Needs Improvement

Needs to develop a better understanding of some of the unique social and emotional needs of students who are deaf/HOH and in partnership with the teacher improve performance to provide a productive learning environment.

APPENDIX C – Sample Job Description for the Educational Interpreter

This sample represents a generic job description that may be suitable for grades kindergarten through grade 12. It is a composite of job descriptions from the *National Technical Institute for the Deaf*, 1995 and generic job descriptions from the states of Indiana and Kansas.

The job descriptions need to be tailored for Idaho students and the individual school district. It may need to be adapted for grade level and situational factors. The job description should be detailed, ensuring that all members of the educational team clearly understand the educational interpreter's duties. Each interpreter's job description should include the job title, roles and responsibilities, qualifications, skills required, and language expertise.

1. **Title** – choose a title that reflects the primary responsibility of the position such as "Educational Interpreter/Transliterator." Avoid the term paraprofessional or aide in the job title to insure there is a clear distinction between the interpreter and a paraprofessional.

2. **General Description** – Educational interpreters provide interpreting and other support services to students who are deaf or hard of hearing in the educational settings within the school district. The educational interpreter's primary function is to facilitate communication and cultural adjustments among students who are deaf or hard of hearing, their hearing peers, the classroom teacher, and other personnel within the school system.

3. **Responsibilities and Duties**
   - Provide sign-to-voice and voice-to-sign interpreting (may include ASL, a form of Manually Coded English, and/or oral interpreting for deaf or hard of hearing students.
   - Participate as a member in educational team meetings, including the evaluation process and the development and review progress on the individualized education program, and to provide goals and insight on the success of communication strategies.
   - Provide interpreting for extracurricular activities and parents meetings when necessary (with compensation).
   - Assist the classroom teacher in providing orientations to deafness for hearing students and staff.
   - Other appropriate duties as assigned by supervisor.

4. **Qualifications**
   - Certification from another state as an educational interpreter.
   - Bachelor degree preferred. A minimum of an associate degree required.
   - Completion of an interpreter preparation program or equivalent experience

APPENDIX D – SUGESTED ROLES OF PERSONNEL

ROLES OF PERSONNEL IN INCLUSIVE SETTINGS

Student's Responsibilities Are To:	Interpreter's Responsibilities Are To:	General Education Teacher's Responsibilities Are To:	Deaf Education Teacher's Responsibilities Are To:
1. Be on time to class.	1. Be on time to class.	1. Use school procedures to report student tardy or absent.	1. Follow-up if student has a problem arriving on time to class.
2. Talk with the teacher in order to get a good seat and move if you cannot see. Inform interpreter if you cannot see interpreter clearly.	2. Sit so that student can see you, and the light does not shine in students' eyes; wear clothing that is NOT distracting; appropriate nail length and neutral nail color are required.	2. Assist student and interpreter to find the best place for everyone involved. Recognize that seating and the appropriate placement of the interpreter are critical for the student.	2. Assist teacher with room seating arrangement to optimize placement for deaf or hard of hearing student.
3. Know that the teacher is responsible to provide instruction, give assignments, explain lessons, answer questions, and be in charge. The interpreter is NOT responsible for telling you what you missed or did not understand of a lesson.	3. Repeat instructions only when needed, not routinely. Refer student questions about the lesson to teacher.	3. Be responsible for ALL students' needs and questions. Contact Deaf Ed teacher directly if problems develop. Speak directly to student when asking questions; use chalk board or printed data for information the student is expected to learn or recall.	3. Maintain ongoing contact regarding student's progress and placement. In-service teacher on instructional techniques that could be used with students who are deaf or hard of hearing. Provide assistive devices such as assistive listening equipment as appropriate.
4. Read and complete all class assignments. Ask the teacher for more explanation if you have questions. Do not depend on interpreter or note-taker to answer your questions or give you information about classwork or assignments.	4. Familiarize self with class content and signs needed. Request textbook(s) handouts, and (when possible) videos.	4. Unless otherwise arranged, expect the same work from all students and answer questions directly to student. Do not expect interpreter to tutor or assume instructional responsibilities. When possible, give the interpreter textbook pages, handout(s), and/or time to preview videos prior to their use in the classroom.	4. Assist teacher with problems if any occur; maintain contact; reinforce student responsibilities; assist interpreter; and arrange assistance if student wants/needs extra help.

Student	Interpreter	General Education Teacher	Deaf Education Teacher
5. If using a note-taker and interpreter, you still need to be responsible for material presented. Do not distract the interpreter or talk about other subjects.	5. Interpret instructions as presented; avoid talking about other areas; encourage student to participate in discussion/ conversations with peers when appropriate. Interpreter will discourage student who tries to converse about "off task" topics by breaking contact and/or voicing what student is saying.	5. Make sure deaf student is responsible for content and material; encourage participation, identify note-taker in class, and maintain contact with Deaf Ed teacher.	5. Maintain contact with regular teacher; provide note-taking paper; explain process to student and student note-taker as necessary.
6. Be aware of all assignments, scheduled tests, and projects assigned for the class.	6. Encourage students to assume responsibility for assignments without depending on you for this information	6. Make sure you write required projects, assignments, tests, and/or other similar items on the board so the student can also have a visual reminder.	6. Identify ways teacher can post information for all students on their responsibilities and class tests, assignments, and projects as necessary.
7. Know that learning the material assigned in your class is <u>YOUR</u> responsibility.	7. Do not do the work for the student. Help students realize the learning process is THEIRS. Provide assistance and guidance as directed by the Deaf Ed teacher or interpreter coordinator.	7. Make sure work turned in is student's work. Conference with the student if necessary. Support all efforts of the student.	7. Monitor the degree of help student is requesting. Work with the teachers to solve any problems.
8. Know that the interpreter is your link to the teacher, classmates, and the material presented in class; therefore, you should watch the interpreter during class lectures/discussions.	8. Sign questions and answers asked by teacher, students, and/or visitors. Sign what is being presented with adjustments as determined by the IEP committee.	8. Remind student he/she needs to participate, attend to the interpreter, and to be a part of the class.	8. Monitor placement with ongoing class visits, conferences, and staffings as needed.
9. If you have a question about the lesson, classwork, or homework, ask the teacher not the interpreter.	9. Voice questions, answers, comments by the student if the teacher has a problem understanding either their signs or speech.	9. Encourage participation; get help from the Deaf Ed teacher as needed.	9. In-service teachers on how to use an interpreter. Work with the student to gain an understanding of interpreting questions.

Student	Interpreter	General Education Teacher	Deaf Education Teacher
10. Follow the class and school rules for students.	10. You are not responsible for monitoring student behavior.	10. Do not expect the interpreter to discipline students for you. Follow your normal discipline plan.	10. Assure that you expect the student to follow rules as outlined and that any problems are to be worked out between you and the classroom teacher.
11. Notify (call) the appropriate individual (interpreter) if you are going to be absent (on the night before if possible).	11. If the student is absent, follow the directions of the regular teacher according to your job description.	11. If the interpreter is absent and no substitute is available, try to write more on the board, stand closer to the student for speech-reading. After class, check for understanding. If you are absent, document in lesson plans for your sub that the student uses an interpreter.	11. Provide feedback to classroom teacher with suggestions for how to modify instructions when an interpreter is not present. Help the student find methods to compensate should an interpreter not be present.
12. Know that the interpreter is to stay in the classroom the entire class time.	12. Plan to stay for the entire class period; a fire drill, P.A. announcement, or other emergency may occur.	12. Assure that interpreter remains in the class for the entire period regardless of the lesson presented.	12. Follow-up if necessary
13. Use free time to study or, if permitted, to talk with peers using the interpreter if needed.	13. Do not carry on unnecessary conversation with the student or teacher; interpret for peer communication as needed.	13. Encourage student to socialize with classmates when appropriate.	13. Follow-up if necessary.
14. Make telephone calls on the TDD at appropriate times set by your school. Use an interpreter for calls only when TDD is not available, or for other appropriate reasons.	14. Make or interpret calls for students only in emergencies, when TDD equipment is unavailable, or when student's language/writing level prohibits their independent use of TDD.	14. Be aware of the function of a TDD and of the existence of the Idaho Relay Service.	14. Make sure appropriate TDDs and caption decoders are provided for student use as determined by the IEP committee. Provide information on TADS and the Idaho Relay System

APPENDIX E –Plan to Develop the Ability to Utilize Interpreter Services

Beginning Skills

Long Term Goal: Student will demonstrate beginning utilization of an interpreter for educational placement

a. Will be able to attend to the interpreter for ___ minutes

b. Will know when to attend to the interpreter by utilizing "attention getting markers."

c. Will have appropriate receptive sign vocabulary for instructional situations: i.e., age appropriate command of vocabulary.

d. Will have a working knowledge of interpreter-related vocabulary: i.e., 'sign to voice,' 'transliterate.'

e. Will maintain appropriate eye contact with the interpreter for ____ amount of the class period.

f. Will demonstrate the ability to attend to facial expressions, signs, and body language simultaneously during an interpreted text.

g. Will demonstrate through role-play or discussion the ability to separate the variety of roles the interpreter/assistant may have in different situations.

h. Will explore through role-play options for maintaining visibility of the interpreter.

i. Will give proper eye contact to the person with whom he/she is speaking/signing when the interpreter is reversing.

j. Will demonstrate the ability to refrain from non-school related conversation with the interpreter during class time.

k. Will be aware that there are guidelines relating to school policies that school staff must report to administration any mention of abuse, any mention of inflicting self-harm, or any mention of inflicting harm to others.

l. Will possess a basic working knowledge of Idaho Relay services.

m. Will know that he/she can utilize interpreter services for making telephone calls following school policy.

n. Will learn how to utilize interpreter services correctly to place non-TDD telephone calls.

Intermediate Skills

Long Term Student will become increasingly skilled utilizing an interpreter in the school setting.

a. Will access an interpreter for peer interactions as appropriate.

b. Will follow procedures for requesting interpreter services for extracurricular activities: i.e., football, after school meetings, etc.

c. Will know when and how to access interpreter services for school support services: i.e., nurse, counselor, etc.

d. Will explore through role-play and group discussion a variety of feelings/attitudes regarding interpreting and interpreters: i.e., acceptance of interpreter.

e. Will be able to explain to peers the function of an interpreter in the classroom.

f. Will be responsible for giving a copy of an oral report to the interpreter in a timely manner prior to the actual report in class.

g. Will explore the appropriate options for getting the attention of the interpreter so that a discussion can be interpreted.

h. Will demonstrate the ability to choose seating or to request a seating change correctly when the view of the interpreter is encumbered: i.e., classroom, auditorium settings, etc.

i. Will demonstrate student responsibility by asking appropriate classroom teaching staff for content clarification and assignments.

j. Will demonstrate the ability to utilize the interpreter correctly for asking questions during class lectures and discussions.

k. Will demonstrate the appropriate prompting of interpreter: i.e., timing, language and facial expression when requesting clarification of specific signs during a lecture by hunching shoulders, questioning expression, etc.

l. Will demonstrate appropriate non-manual feedback to the interpreter when a lecture/demonstration is being interpreted: i.e., nod the head, quizzical expression, etc.

m. Will gain an understanding of when an interpreter may or may not voice what the student is signing: i.e., signing/talking to oneself, eye contact, etc.

n. Will explore through interview, reading, or discussion the processes required for training/certification of an interpreter.

o. Will explain on interpreter-related vocabulary to include community terminology: i.e., "service provider," freelance," etc.

p. Will demonstrate ability to modify technical equipment or location of interpreter when there is significant delayed auditory feedback in situations like large auditoriums.

q. Will know the appropriate channels for discussing concerns regarding interpreter-related issues in a school situation.

r. Will understand the consequences resulting from student exercising choice to not attend to the interpreter during lectures.

s. Will utilize interpreter services for telephone calls following school procedures only when language or skills will not allow TDD/Relay use.

Other: _____

_____

_____

Advanced Skills

Long Term Goal: Student will demonstrate knowledge of advanced skills and independence needed to utilize interpreter services.

a. Will be able to give an in-depth explanation, to peers and other adults, of the function of an interpreter in a variety of settings.

b. Will assume all responsibility for school assignments.

c. Will assume all responsibility for understanding the material being interpreted.

d. Will choose the optimal seating location for himself/herself.

e. Will be responsible for arriving early enough to get seating that will allow him/her to see the interpreter clearly in a non-classroom setting: i.e., auditorium, pep rally, etc.

f. Will demonstrate a variety of communication options for bringing an interpreter into an ongoing conversation.

g. Will demonstrate the ability to communicate directly with the interpreter, regarding appropriate issues such as sign modality, interpreter placement, etc.

h. Will know and understand the Standards of Ethical Behavior for certified interpreters.

i. Will be able to explain the certification process for interpreters and relate how it applies in an educational setting.

j. Will have knowledge of the Americans With Disabilities Act (ADA) and its implications as it pertains to persons who are deaf or hard of hearing.

k. Will be aware of the various government agencies or consumer groups to whom complaints, suggestions, etc., can be directed concerning interpreter services or businesses that do not adhere to the ADA.

l. Will be able to give rationale for using professional interpreters instead of friends or family.

m. Will identify own feelings/attitudes regarding interpreters and interpreting in a school setting.

n. Will identify through role play emergency situations in which placing a TDD call is not possible: i.e., no interpreter available, no TDD, language skills will not allow use of Relay, etc., and demonstrate possible responses in these emergencies. (Example: use a communication book, written messages, etc.).

APPENDIX F – Checklist When Planning IEPs for Children Who Are D/HH

As published in the *Handbook for Personnel Serving Students Who Are Deaf or Hard of Hearing* by the Department of Education, Office of Student and School Performance, Division of Special Populations: PO Box 94064; Baton Rouge, LA 70804, this non-inclusive list is meant to be a starting point for the IEP teams in collecting information to help determine appropriate accommodations or adaptations for each student.

History Of Factors Affecting Development of Deaf and Hard-Of-Hearing Children:
Age of onset of hearing loss
Degree of hearing loss (e.g., mild, profound, fluctuating)
Type of hearing loss (e.g., conductive, sensorineural, unilateral)
Cause of hearing loss
Medical history (e.g., otitis media, surgery)
Age at amplification and training of use
Presence/absence of additional handicapping conditions
Communication system (efficient and sufficient)
Student's speech (intelligible or unintelligible to others)
Family involvement

Amplification:
Personal hearing aid
Cochlear implant
FM system
Easy listener device
Room amplification system
Other

Physical Environment:
Sound-absorbing material in classroom to reduce noise level
Reduce background noise (e.g., fans, street noise, etc.)
Reduce visual distractions
Unobstructed line of vision to instructor
Seating arrangements facilitate seeing, hearing, and listening
Ear protection

Communication:
Aural/oral
Signed/cued communication
Direct communication access with teacher and peers
Other

Instructional/Curricular:

       In-service teachers/students/school staff
       Assignments – use written backup for oral directions
       Use signed/cued communication
       Use educational interpreter
       Enhance speechreading conditions
       Use visual supplements
       Pre-teach vocabulary
       Emphasize critical information
       Clarify by rephrasing
       Reduce language (reading) level of assignment
       Use note-taker
       Modify reading assignments
       Modify writing assignments
       Provide supplemental instruction
       Assess to determine instructional needs

Other Needs/Considerations:

       Counseling
       Sign language
       Cued speech
       Family support
       Self-advocacy skills for personal FM systems
       Training on how to use an interpreter
       Transition needs, if appropriate

Social Interaction:

       Opportunities for peer interaction
       Deaf/hard-of-hearing role models

Assistive Devices:

       TTY
       Telephone amplifier
       TV closed captioner
       Captioned films and videos
       Visual fire alarm

THE IEP CHECKLIST
RECOMMENDED ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH HEARING LOSS

Name: _____   Date: _____

Amplification Options

___ Personal hearing device (hearing aid, cochlear implant, tactile device)
___ Personal FM system (hearing aid + FM)
___ FM system/auditory training (without personal hearing aid)
___ Walkman-style FM system
___ Sound-field FM system

Assistive Devices

___ TDD
___ TV captioned
___ Other

Communication Accommodations

___ Specialized seating arrangements:
    _____
___ Obtain student's attention prior to speaking
___ Reduce auditory distractions (background noise)
___ Reduce visual distractions
___ Enhance speechreading conditions (avoid hands in front of face, mustaches well-trimmed, no gum chewing)
___ Present information in simple structured, sequential manner
___ Clearly enunciate speech. Allow extra time for
___ processing information
___ Repeat or rephrase information when necessary
___ Frequently check for understanding
___ Educational interpreter (ASL, signed English, cued speech, oral)

Physical Environment Accommodations

___ Noise reduction (carpet & other sound absorption materials)
___ Specialized lighting
___ Room design modifications
___ Flashing fire alarm

Instructional Accommodations

___ Use of visual supplements (overheads, chalkboard, charts, vocabulary lists, lecture outlines)
___ Captioning or scripts for television, videos, movies, filmstrips
___ Buddy system for notes, extra explanations/directions
___ Check for understanding of information
___ Down time / break from listening
___ Extra time to complete assignments
___ Step-by-step directions
___ Tutor
___ Note taker

Curricular Modifications

___ Modify reading assignments (shorten length, adapt or eliminate phonics assignments)
___ Modify written assignments (shorten length, adjust evaluation criteria)
___ Pre-tutor vocabulary
___ Provide supplemental materials to reinforce concepts
___ Provide extra practice
___ Alternative curriculum

Evaluation Modifications

___ Reduce quantity of tests
___ Use alternative tests
___ Provide reading assistance with tests
___ Allow extra time
___ Other modifications _____
    _____

Other Needs? Considerations

___ Supplemental instruction (speech, language, pragmatic skills, auditory, speechreading skills)
___ Counseling
___ Sign language instruction
___ Vocational services
___ Family supports
___ Deaf/Hard of Hearing role models
___ Recreational/Social opportunities
___ Financial assistance
___ Transition services

Registry of Interpreters for the Deaf, Inc.
Code of Ethics (1979)

In 1979, the Registry of Interpreters for the Deaf (RID), Inc. set forth the following principles of ethical behavior to protect and guide interpreters and transliterators, and hearing and deaf consumers. Underlying these principles is the desire to ensure the right to communicate for all individuals.

This *Code of Ethics* applies to all members of the RID, Inc. and to all nonmember certified interpreters.

- Interpreters/transliterators shall keep all assignment-related information strictly confidential.
- Interpreters/transliterators shall render the message faithfully, always conveying the content and spirit of the speaker using language most readily understood by the person(s) whom they serve.
- Interpreters/transliterators shall not counsel, advise, or interject personal opinions.
- Interpreters/transliterators shall accept assignments using discretion with regard to skills, setting, and the consumers involved.
- Interpreters/transliterators shall request compensation for services in a professional and judicious manner.
- Interpreters/transliterators shall function in a manner appropriate to the situation.
- Interpreters/transliterators shall strive to further knowledge and skills through participation in workshops and professional meetings, interaction with professional colleagues, and reading of current literature in the field.
- Interpreters/transliterators, by virtue of membership in or certification by the RID, Inc., shall strive to maintain high professional standards in compliance with the *Code of Ethics*.

Proposed NAD-RID Code of Professional Rights and Responsibilities

NAD RID NATIONAL COUNCIL ON INTERPRETING
CODE OF PROFESSIONAL RIGHTS AND RESPONSIBILITIES
(PROPOSED TITLE)
Second Draft Release
(http://www.rid.org/coe.html)

NAD-RID CODE OF ETHICS REVIEW COMMITTEE
_____

NAD APPOINTED MEMBERS:

Glendia Boon, South Carolina

Leslie Elion, Co-Chair, California

Cathy McLeod, NCI Co-Liaison, California

Elizabeth Shuey-Morgan, Washington

RID APPOINTED MEMBERS:

Jimmy Beldon, NCI Co-Liaison,

TENETS

Interpreters have a professional responsibility to:

1. Adhere to standards of confidential communication.

2. Possess interpreting competence commensurate with the communication event.

3. Actively engage in ongoing professional development.

4. Demonstrate respect for all consumers and their diversity.

5. Demonstrate respect for the profession, other colleagues, and students of the profession.

6. Render services linguistically accessible and appropriate for the situation.

7. Conduct themselves in a manner befitting the assigned setting.

8. Ensure that working conditions are conducive to excellence in service delivery.

9. Serve as a resource on interpreting and relevant services, as needed.

10. Maintain ethical business practices.

APPENDIX H– Sign Communication Proficiency Interview [Also referred to as the Sign Language Proficiency Interview (SLPI)]

Language Proficiency Testing

Language proficiency testing in various foreign languages is widely done in the United States today. Such testing centers around an interactive face-to-face interview and focuses on what an individual *can do* with the knowledge, training, and experience that he or she has in speaking and using a given language. The goal of such testing is similar for all organizations using the process. However, one may find some variations in format and rating procedures from the original Language Proficiency Interview (LPI) developed by the Foreign Service Institute (FSI) of the U.S. Department of State to the Oral Proficiency Interview (SCPI) developed by Educational Testing Services in Princeton, NJ and the American Council of Teachers of Foreign Languages (ACTFUL). Even within different government agencies, there are variations in language proficiency testing and rating procedures. Today, these various agencies rate language proficiency test performance, according to the Federal Interagency Language Roundtable (FILR) descriptions for different levels of speaking and reading proficiency.

What is the Sign Communication Proficiency Interview (SCPI)?

The SCPI is a signed language testing system adapted from spoken language proficiency tests. The basic precept in this type of testing is to find out, through a face-to-face interview, what an individual *can do* with the knowledge and skills he or she has in American Sign Language at a given point in time. The Gallaudet University SCPI is patterned primarily after the original LPI test developed by FSI. As with most proficiency tests, the SCPI involves an *interactive process* between a trained interviewer and the examinee or individual being evaluated. This process is recorded on videotape for subsequent rating by two or more trained raters. The raters assign a holistic score by considering the examinee' 5 performance in the areas described below.

What is tested in the Interview?

Examinees in a Sign Communication Proficiency Interview are tested for skills in five different categories:

1. Visual-Gestural Production: the formation and execution of signs, numbers, and fingerspelling. Attention is also given to the use of space and the incorporation of affective facial expressions and upper body movements that are not grammatical.

2. ASL Grammar: the use of sentence types, grammatical categories, and discourse functions in all signed messages so that they are conveyed appropriately and clearly. Also examined is the synchronization of both manual and non-manual components of grammar.

3. Sign Vocabulary: the accuracy and extensiveness of the sign vocabulary used by the examinee. Sign selection across a variety of topics is examined. Also looked at is the ability to use colloquial expressions and figurative language.

4. Fluency: the rhythm, pace, and flow of delivery according to topics being discussed.

5.. Comprehension: the overall understanding of the questions, comments, and statements made during the interview. Also examined are the examinee's spontaneity, responses to questions, and ability to provide visual feedback to the interviewer.

What happens in the Interview?

The interview process may last up to 30 minutes, depending on the interaction between the interviewer and the examinee and the amount of time it takes to cover the four phases outlined below. During this interactive process, the interviewer asks questions on a range of topics, including routine or everyday matters, personal interests or hobbies, and professional interests and activities. For example, students may be asked questions related

to major studies and professional goals. Faculty and staff are likely to be asked questions related to job responsibilities and professional involvement. Questions tend to evolve from the interaction that occurs and, as such, will vary from interview to interview. In addition, the interviewer may ask hypothetical questions to test the examinee's ability to respond to unfamiliar topics.

Each interview includes four (4) phases: (1) a brief warm-up period to re-introduce the examinee to the language and to the interviewer's signing style and nuances; (2) level checks to help find the highest level at which the examinee may be able to function without beginning to falter or break down; (3) a series of probes at various points during the interview to find any limitations the examinee may demonstrate expressively or receptively; and (4) a short wind-down period which brings the examinee back to his or her level of comfort.

How are the Interviews rated?

Interview tapes may be rated by two or three trained raters. In some instances, the interviewer may also be a part of the rating team. In others, the interviewer does not become involved in the rating process. For instance, Gallaudet University *Faculty Guidelines* currently focus on a peer evaluation system, which requires use of three trained raters *not* including the interviewer. It also prohibits a faculty examinee from being interviewed or rated by a member of the same department. By way of comparison, rating decisions in LPI testing as administered by the Foreign Service Institute are done by two (2) persons - a trained interviewer and a trained tester. The tester is usually a native speaker of the language being tested.

The Gallaudet SCPI utilizes the criteria and the weights originally developed at FSI. Criterion is used to determine the weight for each of the five categories tested and the weighted scores are then added up for a total score. This total score is then converted to a proficiency level within the range of scores used from Novice to Superior. A total of five (5) absolute proficiency levels are found in this system. A Plus rating is given when an examinee consistently demonstrates all of the requirements for an absolute level plus *some* in the next higher level.

Raters must agree on the final rating given to each examinee tested. When consensus is not reached initially, the raters work together to resolve any differences so that there is agreement on the final rating. In cases where the raters are unable to reach agreement, the interview tape is reviewed and rated by two or three raters *not* involved in the initial attempt.

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APPENDIX I– Educational Interpreter Performance Assessment

Educational Interpreter Performance Assessment

A tool to evaluate skills

Brenda Schick, Ph.D. & Kevin Williams, M.A.

What is the EIPA?

The EIPA is a process that is designed to evaluate the skills of educational interpreters. It allows evaluation of skills at differing grade and age levels, and accommodates the various modifications of sign systems and ASL used in classrooms across the country. In addition, it allows assessment of how well an educational interpreter implements IEP goals for the child.

How does it work?

The process consists of a team of trained evaluators, both Deaf and hearing, using a specially designed form, observing samples of interpreting, and rating them. The form is designed to reflect aspects of interpreting essential for clear communication, regardless of the sign language or system being used.
The process provides feedback with sufficient detail to assist programs in skill development and interpreter placement. You must be trained to evaluate someone using the EIPA. The evaluation form is copyrighted and may not be used without permission of the authors.

Who uses the EIPA?

The EIPA is also being used in interpreter training programs to provide students with detailed feedback regarding their skill development. Currently, the EIPA is being used in Arizona, California, Colorado, Iowa, Kansas, Louisiana, Montana, Nebraska, New Mexico, Wisconsin, Pennsylvania, South Dakota, Tennessee, Utah, Wyoming, and the Bureau of Indian Affairs.

Structure of the EIPA

Structure of the stimulus materials

All of the samples of the interpreter's receptive and expressive skills are obtained using videotaped stimulus tapes, summarized in Table 1. There are eight videotapes for each form of the evaluation. The receptive stimulus tapes show a child or a teenager using the target sign language or system. All tapes were produced using professional quality video, by a trained professional, and edited in a studio.

For the receptive stimulus tapes, the children were interviewed using a technique that maximizes complex responses and language from the child. The edited stimulus videotapes contain the examiner's questions and the interpreter is asked to interpret the children's response. Interpreters are given a warm-up period, where they are allowed to watch the child signing, without interpreting. Candidates hear questions presented to the child in Spoken English. They do not need to interpret these questions. The candidate, during this portion of the assessment, is responsible for presenting a spoken interpretation of the child or teens signed response. Then they are signaled to begin interpreting. Their interpretation is videotaped for later assessment.

Like with all children, the children's language has errors in grammar and pronunciation, disorganizations in their communication and discourse cohesion, fingerspelling that is both precise and imprecise, and references to people and places that are not properly identified. The interviewer was unknown to the child, so theoretically, the child should have properly introduced referents, but like many children, they don't always, especially elementary-aged children. The language produced by these children reflects what educational interpreters encounter daily.

There are two sets of expressive tapes per form, elementary and secondary. The elementary stimulus tapes include five different, authentic, classrooms, ranging from 1st to 6th grade. All classroom content was challenging, containing lessons in science, reading, geography, or other complex subjects. Reflecting typical classrooms, all lessons were interactive, containing teacher and student dialogue, both requiring interpretation. There are frequent interchanges that question, discipline, scold, praise, warn, and challenge in addition to the traditional exchange of information. Prior to watching and interpreting the stimulus tape, interpreters are given a set of lesson plans of what they will interpret. These plans contain the goals and objectives of each lesson as well as key vocabulary. This is intended to reflect best practices where all interpreters should know basic information prior to interpreting. The classrooms tapes were selected to provide opportunities for fingerspelling, use of numbers, spatial mapping, and complex grammar. Teachers in the videotapes often backtrack in their discourse, repair their own statements, self-reflect, and give clues about what may be tested in the future.

Stimulus tapes used to collect samples for the EIPA.

Level	Receptive Stimulus Tapes Version A & B	Expressive Stimulus Tapes Version A & B
Elementary	Child signer using MCE	Five elementary classrooms, from 1st to 6th grade
	Child signer using PSE	
	Child signer using ASL	
Secondary	Teen signer using MCE	Two secondary classrooms
	Teen signer using PSE	
	Teen signer using ASL	

Evaluation of the videotaped sample

All videotapes are mailed to Boys Town Educational Interpreter Diagnostic Center for evaluation and rating. Three raters work as a team to evaluate the videotape; one member of the team is deaf. All hearing raters are RID certified and most possess graduate-level educational degrees. Deaf raters all have post-secondary education and several are native signers. In addition, they must be proficient in the sign language or sign system being rated. Raters are trained to conduct the evaluation, receiving at least 40 hours of training in order to be a team member. Each rater uses a comprehensive training and rating manual that details rating scores and what the skill area entails.

Structure of the rating form

The EIPA uses a specially designed rating form that contains four broad areas of evaluation: expressive interpreting skills, receptive interpreting, vocabulary, and overall abilities. Within each area, the interpreter is rated in about 10 -distinct areas using a Likert Scale ranging from 0, or no skills demonstrated, to 5, or advanced. A grand average is calculated from the ratings of the individual items across the three evaluators. An outline of the skills that are assessed is in Table 3.

Feedback to the interpreter

Each interpreter receives extensive feedback from the evaluation. They receive a copy of the rating form, with the averaged score for each rated item, as well as an average overall score. They receive written feedback concerning strengths and areas of need. Finally, they receive suggestions about which overall areas that need development, focusing on those areas that would help them improve their abilities the most. For example, many interpreters do not effectively use spatial mapping. Improving this one area would improve several domains of interpreting.

Profiles of skill level for the EIPA

Level 1: Beginner

Demonstrates very limited sign vocabulary with frequent errors in production. At times, production may be incomprehensible. Grammatical structure tends to be nonexistent. Individual is only able to communicate very simple ideas and demonstrates great difficulty comprehending signed communication. Sign production lacks prosody and use of space is minimal. An individual at this level is not recommended for classroom interpreting.

Level 2: Advanced Beginner

Demonstrates only basic sign vocabulary and these limitations interfere with communication. Lack of fluency greatly interferes with the ability to communicate. Sign production errors are common and sometimes interfere with communication. The interpreter often hesitates in signing, as if searching for vocabulary. Frequent errors in grammar are apparent, although basic signed sentences appear intact. More complex grammatical structures are typically difficult. Individual is able to read signs at the word level but complete sentences often require repetitions and repairs. Some use of prosody and space, but use in inconsistent and often incorrect. An individual at this level is not recommended for classroom interpreting.

Level 3: Intermediate

Demonstrates knowledge of basic vocabulary, but may lack vocabulary for more technical, complex, or academic topics. Individual is able to sign in a fairly fluent manner using some consistent prosody, but pacing is still slow with infrequent pauses for vocabulary or complex structures. Sign production may show some errors but will not interfere with communication. Grammatical production may still be incorrect, especially for complex structures, but is in general, intact for routine and simple language. Comprehends signed messages but may need repetition and assistance, and voiced translation often lacks depth and subtleties of the original message. An individual at this level would be able to communicate very basic classroom content, but may incorrectly interpret complex information resulting in a message that is not always clear. An interpreter at this level needs continued supervision, and should be required to participate in continuing education in interpreting.

Level 4: Advanced Intermediate

Demonstrates broad use of vocabulary with sign production generally correct. Demonstrates good strategies for conveying information when a specific sign is not in their vocabulary. Grammatical constructions are generally clear and consistent, but complex information may still pose occasional problems. Prosody is good, with appropriate facial expression most of the time. May still have difficulty with the use of facial expression in complex sentences and adverbial non-manual markers. Fluency may deteriorate when rate or complexity of communication increases. Uses space consistently most of the time, but complex constructions or extended use of discourse comprehension may still pose problems. Comprehension of most signed messages at a normal rate is good but translation may lack some complexity of the original message. An individual at this level would be able to

convey much of the classroom content, but may have difficulty with complex topics or rapid turn taking.

Level 5: Advanced

Demonstrates broad and fluent use of vocabulary, with strategies for creating and communicating new words. Sign production errors are minimal and never interfere with comprehension. Prosody is correct for grammatical, non-verbal markers, and affective purposes. Complex grammatical constructions are typically not a problem. Comprehension of signed messages is very good, communicating all details of the original message. An individual at this level is capable of clearly and accurately conveying the majority of interactions within the classroom.

EIPA: Pre-Hire Version

Ensuring interpreting skills during hiring

Because many schools and/or districts lack the ability to screen applicants for educational interpreting positions, the EIPA Diagnostic Center, located at Boys Town National Research Hospital, has created the Pre-Hire Screening version of the EIPA. This screening is just that – it is not a full EIPA assessment. Many school districts must have information about the skill level of the interpreter more quickly than the typical EIPA assessment procedure can provide, which is about two months. Most schools can hire without any assessment information and even in the states that require certification, schools can receive an emergency credential, similar to all other certified professional categories. However, many school districts would prefer to have some information about the interpreter's skills prior to hire in order to insure access for a child and to avoid disruption in the middle of the school year. The Pre-Hire Screening version of the EIPA can provide schools general feedback about the interpreter's skills within 72 hours.

The instrument uses rating three broad categories of skills rather than numeric scores. Interpreters may receive a rating that indicates skills at least at a minimum standard, indicating that the school can safely hire. The interpreter may be in a Hire-With-Caution zone, indicating that while the interpreter has some good skills, a full EIPA is needed to determine whether minimum standards are met. Finally, the interpreter may receive a rating indicating that hiring is not recommended because the interpreter could not meet minimum standards using a full EIPA assessment. Districts are advised of the overall competency of an applicant in a more general, versus diagnostic manner.

Like the full EIPA, the EIPA Pre-Hire Screening is designed for candidates applying for elementary or secondary positions. It features child/teen-signing models using ASL/PSE as well as MCE (SEEII).   Schools can contact the EIPA diagnostic center to request testing materials. Materials are sent overnight, and upon receipt of the candidate's screening tape, t

The EIPA Diagnostic Center will provide candidate results in a 24-hour time frame.

How is the EIPA being used? - Certification to meet minimal standards

Many states require a certificate of competency for educational interpreters. Some of these states, such as Colorado, Wisconsin, and Louisiana, have identified the EIPA as the only form of assessment recognized for state certification/licensure and some states include the EIPA as one form of evaluation that is acceptable, such as Kansas. Table 2 summarizes state requirements or recommendations, including Canada, that involve the EIPA.

Table 2: States and Canadian Provinces using the EIPA

State	When begun	How Used
Alaska	July, 2002	RAS Member State – Used for State/Regional Competency Screening
Arizona	July, 2001	RAS Member State – Used for State/Regional Competency Screening
Colorado	1992 – current	RAS Member State EIPA (≥ 3.5) required by law
Iowa	1993 – current	RAS Member State – Used for State/Regional Competency Screening
Illinois	June, 2002	System in Pilot (n=30)
Kansas	1995 – current	RAS Member State EIPA (≥ 3.0) required by law
Louisiana	1997 – current	EIPA (≥ 3.5) required by law
Montana	June, 2002	RAS Member State – Used for State/Regional Competency Screening
North Dakota	June, 2002	RAS Member State – Used for State/Regional Competency Screening
Nebraska	1993 – Current	RAS Member State EIPA (≥ 3.5) required by law
New Jersey	Nov, 2002	System to be piloted
Nevada	2002	EIPA (≥ 4.0) required by law
New York	June, 2002	System (live version) used for interpreter mentoring/training
Pennsylvania	1994 – current	System (videotape-stimuli version) used for interpreter mentoring/training
South Dakota	June, 2002	RAS Member State – Used for State/Regional Competency Screening
Tennessee	1997 – current	System (live version) used for interpreter mentoring/training.
Utah	June, 2002	RAS Member State – Used for State/Regional Competency Screening
Wisconsin	1996 – current	EIPA (≥ 3.5) required by law
West Virginia	Nov, 2002	System (videotape-stimuli version) used for interpreter mentoring/training
Wyoming	June, 2002	RAS Member State – Used for State/Regional Competency Screening

STATEWIDE EVALUATION

In some states, the EIPA is being used for statewide evaluation, without minimum standards being required, often as a precursor to establishing a certification system. A good example of this is the state of New York (Mitchell, 2002), which has been conducting an evaluation program for two years using the EIPA. The state has been providing information and training regarding interpreting skills, and has begun discussions about establishing requirements or certification. Colorado also moved to establishing standards in this manner. The state began offering EIPA evaluations in 1992 and later began requiring minimum EIPA scores to work as an educational interpreter.

Another state to use the EIPA in a proactive manner is the state of Pennsylvania. This state utilizes its three assistive training and technology centers to provide assessment opportunities and in-service training. Many of the state's larger districts are already requiring interpreters to obtain a 3.5 on the EIPA to maintain employment.

Recently a large regional effort to use the EIPA for state assessment, training, certification and reciprocity has been initiated. This system, begun by state directors of special education in the Mountain/Plains Special Education region, decided to support the use of the EIPA for their member states, which include ten states and the Bureau of Indian Affairs. This consortium pooled funding to pilot a Regional Assessment System so that any interpreter in the consortium can access the EIPA. They have hired a director to coordinate the system. One of their goals was to reduce the reduplication that would occur if each state established their own system, each requiring oversight, materials, and information dissemination. Each state will decide on their own how to utilize the EIPA, as evaluation or as certification, and what level they will encourage or require. This model is appealing because it allows coordination across a number of states, pooling financial resources, and reduces the reduplication of work and materials. This may have significant impact on other states integrating the EIPA into their assessment and credentializing systems.

Measuring pre-training and post-training for Interpreter Preparation Programs

Several Interpreter Training Programs are using the EIPA to quantify the results of their training program. For example, the Educational Interpreter Certificate Program (EICP), directed by Dr. Leilani Johnson in Denver, Colorado, uses the EIPA to determine whether candidates have sufficient skills to enter the program. They also use the EIPA post-training to quantify the achievements of the students after the two-year program. Preliminary results, using a modified EIPA, showed that, on average, interpreters increased their EIPA scores about one level following the program. Currently, a new study is being conducted with students enrolled in the EICP using the stimulus tape version of the EIPA.

Another creative pre/post training effort is underway in the state of Iowa. The Iowa Department of Education has provided funding to fund a two-year study involving 40 interpreters. All subjects in the study were evaluated using the EIPA (June/July, 2002).

Using a professional interpreter-training agency (SLICES, Minneapolis, MN), 20 interpreters will receive training, over the next year, specific to the weaknesses identified on the EIPA. The remaining 15 interpreters will receive no additional training. All 30 interpreters will be re-evaluated at the end second year of the study. The intent of the study is to determine if there are improvements in skills in those interpreters receiving specific feedback and training, versus those who do receive this support.

APPENDIX J – Relationship of Degree of Hearing Loss To Psychosocial Impact and Educational Needs

Degree of Hearing Loss Based on Modified Pure Tone Average (500 4,000 Hz)	Possible Effect of Hearing Loss on the Understanding of Speech and	Possible Psychosocial Impact of Hearing Loss	Potential Educational Needs and Programs
NORMAL HEARING 10+15dB HL	Children have better hearing sensitivity than the accepted normal range for adults. A child with hearing sensitivity in the 10 to + 15 dB range will detect the complete speech signal even at soft conversation levels. However, good hearing does not guarantee good ability to discriminate speech in the presence of background noise.		
MINIMAL (BORDERLINE) HEARING LOSS - 16-25 dB HL	The student may have difficulty hearing faint or distant speech. At 15dB, a student can miss up to 10% of speech signal when the teacher is at a distance greater than three feet and when the classroom is noisy, especially in the elementary grades when oral instruction predominates.	The student may be unaware of subtle conversational cues that could cause a child to be viewed as inappropriately awkward. He/she may miss portions of fast-paced peer interactions that could begin to have an impact on socialization and self-concept. He/she may have immature behavior. The child may be more fatigued than classmates due to the listening effort needed.	The child may benefit from mild gain/low MPO hearing aid or personal FM system dependent on the loss configuration. He/she would benefit from soundfield amplification if the classroom is noisy. He/she may need attention to vocabulary or speech, especially with recurrent otitis media history. Appropriate medical management is necessary for conductive losses. The teacher requires in-service on impact of hearing loss, on language development, and on learning.

APPENDIX J – Relationship of Degree of Hearing Loss To Psychosocial Impact and Educational Needs

Degree of Hearing Loss Based on Modified Pure Tone Average (500 4,000 Hz)	Possible Effect of Hearing Loss on the Understanding of Speech and	Possible Psychosocial Impact of Hearing Loss	Potential Educational Needs and Programs
MILD HEARING LOSS 26-40 dB HL	At 30 dB, the student can miss 25-40% of speech signal. The degree of difficulty experienced in school will depend on the noise level in classroom, the distance from the teacher, and the configuration of the hearing loss. Without amplification, the child with 35-40 dB loss may miss at least 50% of classroom discussions, especially when voices are faint or the speaker is not in line of vision. The student will miss consonants, especially when a high frequency hearing loss is present. Unlike adults, children do not have years of listening experience and are not as able to decipher what is being said based on the content of the speech signal they do get.	Barriers begin to build with negative impact on self-esteem as a child is accused of only hearing when "he or she wants to," "daydreaming," or "not paying attention." The child may be misdiagnosed as having an Attention Deficit Disorder and may receive inappropriate medical or behavioral treatment. The child begins to lose ability for selective hearing and has increasing difficulty suppressing background noise, a situation that makes the learning environment stressful. The child is more fatigued than classmates due to the listening effort needed.	The child will benefit from a hearing aid and use of a personal FM or sound field FM system in the classroom. He/she needs favorable seating and lighting. Refer to special education for language evaluation and educational follow-up. Needs auditory skill building. The child may need attention to vocabulary and language development, articulation or speech reading and/or special support in reading. He/she may need help with self-esteem. Teacher in-service required.
MODERATE TO SEVERE HEARING LOSS 56-70 dB HL	Without amplification, conversation must be very loud to be understood. A 55 dB loss can cause the child to miss up to 100% of speech information. The student will have marked difficulty in school situations requiring verbal communication in both one-to-one and group situations. Delayed language, syntax, reduced speech intelligibility, and atonal voice quality is likely.	Full time use of hearing aids/ FM systems may result in the child being judged by both peers and adults as a less competent learner, resulting in poorer self-concept, social immaturity and a sense of rejection. In-service to address these attitudes may be helpful.	The full time use of amplifications is essential. The child will need resource teacher or special class depending on language delay. He/she may require special language skills, language based academic vocabulary, grammar, pragmatics as well as reading and writing. He/she will need assistance to expand his/her language base. In-service of mainstream teachers is required.

APPENDIX J – Relationship of Degree of Hearing Loss To Psychosocial Impact and Educational Needs

Degree of Hearing Loss Based on Modified Pure Tone Average (500 4,000 Hz)	Possible Effect of Hearing Loss on the Understanding of Speech and	Possible Psychosocial Impact of Hearing Loss	Potential Educational Needs and Programs
SEVERE HEARING LOSS 71-90 dB HL	Without amplification may hear loud voices about one foot from ear. When amplified optimally, children with hearing ability of 90 dB or better should be able to identify environmental sounds of speech. If loss is prelingual onset, oral language and speech may not develop spontaneously or will be severely delayed. If hearing loss is of recent onset, speech is likely to deteriorate with quality becoming atonal	Child may prefer other children with hearing impairments as friends and playmates. This may further isolate the child from the mainstream; however, these peer relationships may foster improved self-concept and a sense of cultural identity.	The child may need full-time special aural/oral program with emphasis on all auditory language skills, specific learning concept development and speech. As loss approaches 80-90dB, the child may benefit from a visual approach, especially in the early language learning years. Individual hearing aid/personal FM system is essential. Effectiveness of communication modality needs to be monitored. Participation in regular classes as much as possible is recommended. In-service of regular education teachers is essential.
PROFOUND HEARING LOSS 91 dB HL or more	Aware of vibrations more than tonal pattern. Many rely on vision rather than hearing as primary avenue for communication and learning. Detection of speech sounds dependent upon loss configuration and use of amplification. Speech and language will not develop spontaneously and are likely to deteriorate rapidly if hearing loss is of recent onset.	Depending on auditory/oral competence, peer use of sign language, parental attitude, etc., the child may or may not increasingly prefer association with the deaf culture.	The child may need a special program for deaf children with emphasis on all language skills and academic areas. Program needs include specialized supervision and comprehensive support services. Early use of amplification is likely to help if it is part of an intensive training program. This child may be a cochlear implant or vibrotactile aid candidate. Continual appraisal of needs is required in the area of communication and learning mode. There is a possibility that the child will need time in resource setting.

APPENDIX J – Relationship of Degree of Hearing Loss To Psychosocial Impact and Educational Needs

Degree of Hearing Loss Based on Modified Pure Tone Average (500 4,000 Hz)	Possible Effect of Hearing Loss on the Understanding of Speech and	Possible Psychosocial Impact of Hearing Loss	Potential Educational Needs and Programs
UNILATERAL HEARING LOSS One normal hearing ear and one ear with at least a permanent mild hearing loss	May have difficulty hearing faint or distant speech. Usually has difficulty localizing sounds and voice. Unilateral listener will have greater difficulty understanding speech when environment is noisy and/or reverberant. Difficulty detecting or understanding soft speech from side of bad ear, especially in group discussions	The child may be accused of selective hearing due to discrepancies in speech understanding in quiet versus noise. He/she will be more fatigued in classroom setting due to greater effort needed to listen. He/she may appear inattentive or frustrated. Behavior problems are sometimes evident.	The child may benefit from a personal FM or soundfield system. He/she needs favorable seating and lighting. The child is at risk for educational difficulties. Educational monitoring is warranted with support services provided as soon as difficulties appear. Teacher in-service is beneficial.

Adapted from: Bernero, R.J. & Bothwell, II (1966). Relationship of Hearing Impairment to Educational Needs.
Illinois Department of Public Health & Office of Superintendent of Public Instruction.
Developed by Karen L. Anderso,1 Ed.S & Noel D . Martin Ph.D.(1991)